

History Around Us

Guide to Avoiding Site Study Overlap

Introduction

This guide has been designed to assist teachers when they are making decisions on choosing a site for the History Around Us component of the History B specification. It is intended to clarify the rule that a teacher's chosen site must not be directly linked to other topics studied. When teachers are deciding on a site it is important that the study of the site doesn't give individual learners an advantage as a result of learners studying the same content in the History Around Us component and other studies. Teachers' should crosscheck their choice of site study against the specification content for their other chosen studies.

To make this clearer we have provided an example of a site that would be a suitable choice (Example 1), an example of a site that wouldn't be suitable (Example 2) if the teacher had also planned to study the Norman Conquest, 1065-1087 for their other chosen studies.

Norman site examples

Example 1: Kenilworth Castle

Kenilworth Castle was built in the early 1120s around a Norman great tower by Geoffrey de Clinton, Lord Chamberlain to Henry I and was significantly enlarged by King John at the beginning of the 13th century. The castle was subject to the siege of Kenilworth in 1266 and was a base for the Lancastrian operations during the War of the Roses. It was also where Edward II was removed from the English throne. In the 14th century the castle was expanded with new Tudor buildings to produce a renaissance palace. It was destroyed by parliamentary forces in 1649 and became a ruin with just two buildings remaining habitable.



This castle was built in the 1120s after the Norman Conquest, 1065–1087 and it is, therefore, an acceptable choice of site for teachers that plan to study the Norman Conquest for their other chosen studies.

HISTORY B (SCHOOLS HISTORY PROJECT)

Example 2: Hastings Castle

Hastings Castle was first built as a motte and bailey castle on the orders of William Duke of Normandy shortly after his arrival in England in September 1066. It was rebuilt in stone in 1070 and was held for most of the Norman period by Count of Eu until it was later destroyed by King John to prevent it being taken over by Louis, Dauphin of France. The castle was rebuilt by Henry III in 1220 but over the years many parts of the castle have been demolished. In 1951 the castle was purchased by the Hastings Corporation and opened as a tourist attraction.



The early history of this site and its physical remains today are predominantly Norman from the reign of William I and it would be unavoidable for learners to research the history of this castle without gaining considerable subject knowledge of the Norman Conquest. It includes topics covered in the specification such as *The Battle of Hastings*, *pre-conquest fortifications* and *the first Norman castles in England* (see page 11 of the specification for the full list). It is for this reason that it would **not** be a suitable choice for the site study when it is studied in conjunction with the Norman Conquest for any other chosen studies.

As many British sites have a degree of overlap we understand that it would be difficult to avoid a period completely, therefore, it is acceptable to study a site that has an overlap provided the study is focused on topics that have not been covered in the specification for their other chosen studies. To ensure that this does not disadvantage learners we would recommend that the historical content outside of the overlapping themes is sufficient for study. We have given a further two examples of sites that are still suitable despite having a degree of overlap (Example 3, Example 4). There is also one further example (Example 5) of a site that is **not** suitable despite it having content that covers other time periods.

HISTORY B (SCHOOLS HISTORY PROJECT)

Example 3: Colchester Castle

Colchester Castle is built on the foundations of an earlier Roman temple of Claudius dated between AD 54-60. It was ordered by William the Conqueror during the Norman Conquest and construction began in 1069. In 1215 the castle was captured by King John, during the First Barons' War. The castle had several uses after it ceased to be a royal castle. This included use by the Witchfinder General, Matthew Hopkins in 1645 and the execution of royalist leaders Sir Charles Lucas and Sir George Lisle during the Second English Civil war. In 1727 the castle was bought by Mary Webster for her daughter who was married to Charles Gray. In the 1740s Charles Gray restored the castle and created private parks around the garden. It was given to the town of Colchester in 1922 and is now a public museum.



Although this site was built at the time of the Norman Conquest teachers can use this site because the majority of the study will focus on topics that do not relate to the Norman Conquest, 1065-1087. A coherent study of this site will not include excessive content on subjects including pre-conquest fortifications and the first Norman castles of England, The distribution of Norman castles in England and the purpose of Norman castles in England (see page 13 of the specification for the full list). To cover all of the criteria in the specification for the selection of the site, learners will cover a wide range of topics including the Romans and the English Civil War. Therefore they do not gain a tangible advantage for their choice of site study against the specification content for their other chosen studies.

Based on these principles some of the many other castle sites that would be suitable if you are also studying Norman Conquest, 1065-1087 are as follows:

- Framlingham Castle, Suffolk
- Raglan Castle, Monmouthshire
- Kenilworth Castle, Warwickshire
- Portchester Castle, Hampshire
- Corfe Castle, Dorset
- Wardour Castle, Wiltshire
- Conwy Castle, Denbighshire
- Leeds Castle, Kent
- Tower of London
- Bamburgh Castle, Northumberland

HISTORY B (SCHOOLS HISTORY PROJECT)

Other site examples

Example 4: Hampton Court Palace

Hampton Court Palace was taken over from the Order of St John of Jerusalem by Thomas Wolsey, Archbishop of York in 1514. Wolsey fell out of favour with King Henry VIII and in 1529 the king took over the palace for himself. In this period the palace was the scene of several historic events including the birth of Edward VI and the death of Jane Seymour. Elizabeth I visited Hampton Court and had the Eastern kitchen built. In the next century King William III rebuilt and expanded the palace. After his rule King George II was the last monarch to reside in the palace. Today the palace is a major tourist attraction and displays works of art from the Royal Collection.



Despite the history of this site being primarily Tudor and Stuart, and Queen Elizabeth I having visited the site, her influence there was minimal. Studying this site **will** be acceptable because it has limited links to *Elizabeth and her court, parliaments and people, Mary Queen of Scots and the contrasting lives of the rich, middling and poor Elizabethans* (see page 14 of the specification for the full list). To cover all of the criteria in the specification for the selection of the site learners will cover a wide range of topics including the Tudors and Stuarts and subsequent periods, so will not gain a tangible advantage for their choice of site study against the specification content for their other chosen studies.

HISTORY B (SCHOOLS HISTORY PROJECT)

Example 5: Albert Dock

The Albert Dock was opened in 1846 by Albert, husband of Queen Victoria. It was Britain's first structure built in brick, stone and cast iron. When Liverpool gained prominence as a port city it became the primary access point for Irish immigrants as they made their way to England. The Irish played a huge role in the efficiency of the docks and over 1900 Irish porters were employed in warehouses. The docks were a popular store for valuable cargoes and afforded the city with great prosperity, however, 20 years after construction the Albert Dock's future was bleak. The dock closed in 1972 and it was a decade before the dock was reopened.



Irish migrants to Liverpool had a great impact on the building, development and running of the docks and their influence can still be felt today. It would be unavoidable for a learner to study the site without gaining subject knowledge of migration. The history of the site includes topics covered in the specification such as *Industrialisation and the growth of an empire*, *large-scale migration from Ireland and the growth of Irish communities* (see page 11 of the specification for the full list). It is for these reasons that it would **not** be a suitable site for the site study when studied in conjunction with the Migrants to Britain, c.1250 to present, topic.

HISTORY B (SCHOOLS HISTORY PROJECT)

Conclusion

Based on these principles other sites that are **not** allowed include:

- Auschwitz-Birkenau if you are studying Living under Nazi rule 1933–1945.
- Taj Mahal if you are studying the Mughal Empire 1526–1707.
- Whitney Plantation if you are studying The Making of America, 1789–1900.
- Eyam Museum if you are studying The People's Health, c.1250 to present.
- The galleries of Justice Museum if you are studying Crime and punishment, c.1250 to present.
- Burghley House if you are studying The Elizabethans, 1580–1603.
- Bournville Village Trust if you are studying Britain in Peace and War 1900-1918.

Overall we are keen to support you in your choice of site and it is expected that the majority of site choices will be approved. Centres must use the History Around Us Site Proposal Form to submit their chosen site to OCR for approval, along with the centre's choice of component groups 1 and 3 topics. OCR will verify the site to be studied and will confirm to the centres that it is appropriate and meets the specific criteria. Centres must wait until they have received confirmation from OCR that the chosen site is suitable before teaching the History Around Us component. The History Around Us Site Proposal Form can be found on our website here

<http://www.ocr.org.uk/qualifications/by-type/gcse-related/gcse-history-b-schools-history-project-411-from-2016-related/history-around-us-site-proposal-form/>

We'd like to know your view on the resources we produce. By clicking on '[Like](#)' or '[Dislike](#)' you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

If you do not currently offer this OCR qualification but would like to do so, please complete the Expression of Interest Form which can be found here: www.ocr.org.uk/expression-of-interest

Looking for a resource? There is now a quick and easy search tool to help find free resources for your qualification:

www.ocr.org.uk/i-want-to/find-resources/

OCR Resources: *the small print*

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board, and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources.

© OCR 2016 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work. OCR acknowledges the use of the following content: Page 1: Rochester Castle - David Hughes/Shutterstock.com; Page 2: Hastings Castle Ron Ellis/Shutterstock.com; Page 3: Colchester Castle Paco Lozano/Shutterstock.com; Page 4: Hampton Court Palace - Kiev.Victor_ED/Shutterstock.com; Page 5: Albert Dock kenny1/Shutterstock.com
Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk