

GCSE (9–1)

Teachers' Guide

HISTORY B

(SCHOOLS HISTORY PROJECT)

J411

For first teaching in 2016

History Around Us

Clifton Suspension Bridge

Version 1



Teachers' Guide

Introduction

One of the six core principals underpinning the ethos of the Schools History Project directly addresses 'History Around Us':

"Generating an interest in, and knowledge of, the historic environment has been a core principle of the Schools History Project since its inception. Engaging with 'History Around Us', and considering what the historic environment can tell us about people's lives and beliefs in the past, are some of the most stimulating aspects of learning history. The Project believes that there should be more opportunities for children and young people to study 'History Around Us' and it continues to develop innovative approaches to the study of the historic environment."

School History Project principle 5

(<http://www.schoolshistoryproject.co.uk/about-shp/principles/>)

This translated to "Schools should be relatively free to make an individual choice for the site study" when SHP designed the new OCR B (SHP) specification.



Clifton Suspension Bridge

Why is studying the historic environment important?

Britain is a country which is rich in the remains of the past, and our historic environment is one of the most diverse in the world. The built environment provides significant evidence about the lives and beliefs of people in the past and it offers a stimulating context in which young people can study history. It is one of the School History Project's most notable achievements that generations of 14-16 year olds have studied the fascinating history around them as part of their SHP GCSE history course. The requirement to include a study of a particular site in its historical context in the new GCSE subject content is therefore welcomed by the Schools History Project. The decision to allocate 20% of the overall assessment in the OCR B specification to the site study reflects our deep commitment to this aspect of historical study. If the full potential of studying the historic environment is to be unlocked, the School History Project believes that it is essential for schools to be given free choice over the site studied by their students.

There are three reasons for this:

1. There is a much greater possibility that students will engage at a deep level with their study of the historic environment if the site they study had been specifically chosen with their needs in mind.
2. The freedom to select the site for study, and to develop bespoke teaching approaches for the chosen site, reinforces the professionalism of history teachers.
3. Britain's historic environment is simply too rich, diverse and wonderful to be restricted to a limited number of prescribed sites for study in the new History GCSEs.

In partnership with



Choosing a site

“ We have always followed the OCR SHP course so are more used to the History Around Us than some. In previous years students had studied the history of Bristol Docks but it has a vast timeline stretching from the Anglo Saxons to the modern day. Additionally the site is quite amorphous and large and some students had struggled to fully understand its complexity.

As the new OCR B GCSE has increased content from the previous course we felt it was important to choose a new site that had a narrower chronology and was more clearly defined to help student understanding. As a result the department spent a long time discussing different options. Initially we had hoped to choose a castle as we thought this might have been appealing to prospective students when choosing their GCSE options. However, all the castles in the region around Bristol are all Norman in origin thus crossed over with The Norman Conquest, 1065–1087 unit we had decided to study. Even Berkley Castle that we were sure did not cross over irritatingly had its origins in 1067. As a result we went back to the drawing board and brain stormed other sites, this time trying to think outside the box. Other options in Bristol included the cathedral, John Wesley's New Room and the Muller Rd orphanage but few members of the team had any precise knowledge of the sites.

Lacking new ideas we contacted Michael Gorely, who is one of the regional Local Heritage Education managers for English Heritage who have an encyclopaedic knowledge of local history. It was during an email exchange with Michael that he suggested the Clifton Suspension Bridge. The bridge is only 1 mile from our school, is a standard running or cycling route for me and another of my history team commutes under it every day. Finally, we quickly discovered that the Deputy Head (another member of the history team) was an expert! We had basically ignored the Bridge because it was a bridge. Questions naturally arose. Could a bridge work as a History Around Us unit? Was its history rich enough? Is there enough material that is interesting to engage our students?

Luckily for us a new visitors centre at the bridge opened in 2015 and as part of the refurbishment a learning officer, Helen Jeffrey, was employed. We immediately tapped into this wealth of information and advice and the rest of this document details our discussions. We began with the OCR fourteen point criteria to see if the site could work. When we realised it would we built up the detailed criteria below, began collecting sources, planned a field work visit and created a scheme of work to hang all this material together.

We now strongly believe that not only can a bridge be a History Around Us site, it can be a brilliant site. We hope that this encourages you think outside the box and allow your students the chance to study some excellent heritage in their local area.

Richard Kennett, Curriculum Team Leader for Humanities, Redland Green School

The criteria

The study of the selected site must focus on the relationship between the site, other historical sources and the aspects listed in a) to n) below. It is therefore essential that centres choose a site that allows learners to use its physical features, together with other historical sources as appropriate, to understand all of the following:

- A.** The reasons for the location of the site within its surroundings.
- B.** When and why people first created the site.
- C.** The ways in which the site has changed over time.
- D.** How the site has been used throughout its history.
- E.** The diversity of activities and people associated with the site.
- F.** The reasons for changes to the site and to the way it was used.
- G.** Significant times in the site's past: peak activity, major developments, and turning points.
- H.** The significance of specific features in the physical remains at the site.
- I.** The importance of the whole site either locally or nationally, as appropriate.
- J.** The typicality of the site based on a comparison with other similar sites.
- K.** What the site reveals about everyday life, attitudes and values in particular periods of history.
- L.** How the physical remains may prompt questions about the past and how historians frame these as valid historical enquiries.
- M.** How the physical remains can inform artistic reconstructions and other interpretations of the site.
- N.** The challenges and benefits of studying the historic environment.

How does this look in practice?

The following is an example created by Richard Kennett (Redland Green School) and the Clifton Suspension Bridge education team.

Site name: Clifton Suspension Bridge

Please provide an explanation of how your site meets each of the following points and include the most appropriate visual images of your site. Refer to your images to justify your explanation of how the site meets the criteria.

Criteria	Specifics about the site in relation to this criteria	Sources that can be used with this criteria
A. The reasons for the location of the site within its surroundings	<ol style="list-style-type: none"> 1. Bristol needed a new bridge. The old Bristol Bridge had become unsanitary and unsafe and it was too low for ships to sail underneath. Other sites would have been far more costly. The Navy required its ships to be able to pass below bridges - bridges had to be at least 100 feet above the water. Siting a new bridge in town would have required vast embankments. Putting the bridge over the gorge made more sense. 2. Clifton was an upcoming area. Merchants had moved to Clifton from the late 18th century and the area prospered. This made it a favourable location for a new bridge. Additionally the creation of the Floating Harbour made a new bridge in town even more complicated. 3. Brunel studied the gorge and proposed a number of different crossing points. He specifically chose this one. 	<ul style="list-style-type: none"> • Admiralty ruling that ships masts must have clearance of 31m/100ft above high water. • Painting of Old Bristol Bridge. • Oil painting showing the Rownham Ferry crossing the River Avon at Hotwells (pre Bridge).
B. When and why people first created the site	<ol style="list-style-type: none"> 1. Wealthy wine merchant William Vick left £1000 in his Will to the Society of Merchant Venturers with instruction that this amount be held in trust and when interest brought the total to £10,000, the amount should be used to build a new toll free stone bridge across the Avon. 2. Bristol needed a new bridge. There was only two crossing points in the mid-18th century. Bristol Bridge had a toll and cost money. The other crossing was the Rownham Ferry which was notoriously overcrowded. 3. By 1830 Britain had industrialised and technology was ready to build a bridge of this scale and engineering. Manufacturing of wrought iron gave engineers a more flexible material to work with. Wrought iron was ideal for suspension bridges as they needed to be able to move to support the loads. Thomas Telford has created the first suspension bridge over the Menai Straits in 1826. 4. Bristol had prospered from the slave trade and the Merchant Venturers had the money needed to take on a project of this scale. 	<ul style="list-style-type: none"> • Image of Vick's will (Bristol Records Office and Archive). • Rownham Ferry painting by Rolinda Sharples. • Partial transcription of 1830 Act of Parliament that gave permission for Vick's will to be adapted and the construction to begin.

Criteria	Specifics about the site in relation to this criteria	Sources that can be used with this criteria
C. The ways in which the site has changed over time	<p>1.) During construction</p> <ol style="list-style-type: none"> The potential site changed during the design competition stage. Once Brunel's plan was agreed the plans changed from castle structure to Egyptian design to the now familiar design. During construction there were a lot of stages of building and stoppage. The two towers stood unlinked for 11 years. The final construction took place following the death of Brunel in 1859. <p>2.) Since opening</p> <ol style="list-style-type: none"> There have been physical changes to the site. For example the toll system has changed due to increases in motor traffic and become mechanised. The lighting schemes have changed over the years, the most recent being implemented for Brunel's 200th anniversary. <p>3.) Developing as a Bristol icon</p> <ol style="list-style-type: none"> The site has always been a site of tourism from its opening. During the 20th century it became an icon and site for celebration, e.g. coronations. Due to increased tourism the new visitor's centre opened in 2015. 	<ul style="list-style-type: none"> Telford's original design. Brunel's original winning design. Brunel's Egyptian design. The final design (the Egyptian design just without the adornments and decoration, not a new design as such). Modern day amendments - photos of men working - there have been no permanent additions. All fixtures that have been added are temporary.
D. How the site has been used throughout its history	<p>The site of the bridge has been used in many different ways:</p> <ul style="list-style-type: none"> Iron age - during the iron age there was a hill fort on the hill above the bridge. The site then went unused until the 18th century. Clifton itself sprang up in the late 18th century as merchants making money from the slave trade began to build plush Georgian terraces. In the early 19th century the Observatory (1829) began to be used as a site for views with a large telescope. In 1837 the Giant's Cave was built. In the late 19th century the Clifton Rocks Railway began (1893) and would continue running until 1934. Alongside this the bridge was built, with construction starting in 1831 and finishing in 1864. In the 20th century the site has continued to be used as a site of tourism and increasingly has been used for iconic moments of celebration in Bristol (e.g. Concorde's last flight or the Olympic torch ceremony). 	<ul style="list-style-type: none"> History of the site from the Clifton Observatory website: http://www.cliftonobservatory.com/history/

Criteria	Specifics about the site in relation to this criteria	Sources that can be used with this criteria
E. The diversity of activities and people associated with the site	<p>Activities associated with the site</p> <ul style="list-style-type: none"> Active crossing point and important bridge. Huge road traffic volume. The idea that the bridge is no longer just a bridge. It is an icon and as such is used in loved by Bristolians. Used for celebration events - e.g. Olympic torch, the last flight of Concorde. <p>People associated with the site</p> <ul style="list-style-type: none"> Isambard Kingdom Brunel. Libby Houston – botanist. Bridge masters. And a large selection of more 'curious' individuals; Zanetto (caught a turnip dropped from the bridge on a sword in his mouth), Sarah Ann Henley (skirt saved her from death). 	<p>First-hand accounts of the following people;</p> <ul style="list-style-type: none"> Zanetto Sarah Henley Donovan (champion aerial jumper) The Brown sisters
F. The reasons for changes to the site and to the way it was used	<p>1.) During construction</p> <ul style="list-style-type: none"> Vick's bequest was not able to be into operation before the 19th century as no one had the technology to actually build a bridge across the gorge. Brunel's original castle plan was changed to an Egyptian style to meet tastes of the time. Initial production was stopped in 1831 due to the Bristol Riots. Production halted in the 1840s and 1850s as the merchants ran out of money. Production began again after Brunel's death in 1859 as people thought they should celebrate the great man. The two engineers who completed the bridge - John Hawkshaw and William Henry Barlow made slight alterations to the deck design to make it stiffer. They also added a third chain to each side as the chains they were recycling were smaller than those specified by Brunel. <p>2.) Post opening</p> <ul style="list-style-type: none"> Due to the increase in motor traffic, there have been automated toll booths added to the bridge but other than that no changes have been made. Maintenance techniques have changed due to technological improvements. 	<ul style="list-style-type: none"> 1831 Bristol riots drawing. Images of the two deck designs: Brunel's original and Hawkshaw and Barlow's amended one. Portraits and biography of Hawkshaw and Barlow from the Institute of Civil Engineers. History of the site from the visitor's centre.

Criteria	Specifics about the site in relation to this criteria	Sources that can be used with this criteria
G. Significant times in the site's past: peak activity, major developments, turning points	<p>1754 - William Vick bequest. 1829 - . Merchant Venturers set up a Bridge Committee. 1829 - The first design competition led by Thomas Telford. 22 entries received. None win. 1830 - Parliament agree to change the details of Vick's bequest and Act of Parliament is granted. 1830 - The second design competition. 13 entries. Brunel's castle design wins. 1831 - Brunel adapts design to be Egyptian. June 1831 - Work begins. October 1831 - work stops due to the Bristol riots. 1836 - Building begins again. 1837 - Leigh Woods abutment building company goes bust. 1840 - Leigh Woods abutment complete. 1843 - Abutments and piers complete but the budget is exhausted so work halts. 1853 - Chains and other materials sold off. The area becomes known as 'Vicksville'. Some Bristolians call for the towers to be demolished as they are a sign of failure. 1859 - Brunel dies. 1859 - Campaign to complete the bridge begins. Greville Smyth gives £5000. New chains found from Hungerford Bridge. 1864 - Six chains in place and deck completed. December 1864 - Bridge opens. 2014 - 150th anniversary.</p>	<ul style="list-style-type: none"> • 1836 Foundation ceremony painting. • 1850s photo of the two towers with no deck. • 1864 opening ceremony photo. • History of the bridge from the official guide book.
H. The significance of specific features in the physical remains at the site	<p>The chains The bridge has three independent wrought iron chains per side, from which the bridge deck is suspended by eighty-one matching vertical wrought iron rods ranging from 65 feet (20m) at the ends to 3 feet (0.91m) in the centre. These chains came from Hungerford Bridge – another Brunel design.</p> <p>The suspension engineering Although not anywhere near the first (the Menai Straits bridge opened in 1826) the Clifton Suspension Bridge is one of the longest of the parabolic arc chain type. To cross such a distance the suspension technology is crucial to hold the weight of the vehicles.</p> <p>The vaults Underneath the Leigh Woods abutment are vast vaults. These are crucial to ensure the bridge is strong enough to support its weight and transfer the load of the bridge into the rock faces. As there was no access to the completed abutments, many people assumed that they were solid. In 2002 builder Ray Brown discovered the chambers in Leigh Woods when replacing paving.</p>	<ul style="list-style-type: none"> • The Parts and Functions of the Bridge diagram from the visitor's centre has a wealth of information.

Criteria	Specifics about the site in relation to this criteria	Sources that can be used with this criteria
I. The importance of the whole site either locally or nationally, as appropriate	<p>Locally</p> <ul style="list-style-type: none"> • A Bristol landmark for 150 years. • One of the most iconic bridges in the world. • Mayor Ferguson fought for the site to be named a World Heritage Site. <p>Nationally</p> <ul style="list-style-type: none"> • Important nationally as landmark in Victorian engineering. • Importance of being associated with Brunel - he called the bridge "<i>his baby</i>". 	<ul style="list-style-type: none"> • BBC article about Mayor Ferguson calling for the bridge to be made a UNESCO World Heritage Site. • The guidebook to the bridge goes into detail about the importance of the site locally and nationally.
J. The typicality of the site based on a comparison with other similar sites	<p>Similarities with other suspension bridges in general:</p> <p><i>Similarities</i></p> <ul style="list-style-type: none"> • Uses a suspension system - chains from Hungerford Bridge. • Working bridge for commuters. • Tourist site. <p><i>Differences</i></p> <ul style="list-style-type: none"> • Height! • Grandeur. <p>Similarities with Hammersmith Bridge</p> <ul style="list-style-type: none"> • Both designed by great engineers (Brunel and Bazalgette). • Hammersmith is far lower and covers a smaller distance. • Both use similar chain systems. 	<ul style="list-style-type: none"> • Good history of the Hammersmith Bridge from the Transport Heritage Trust; http://www.transportheritage.com/

Criteria	Specifics about the site in relation to this criteria	Sources that can be used with this criteria
K. What the site reveals about everyday life, attitudes and values in particular periods of history	<p>1.) Engineering prowess</p> <ul style="list-style-type: none"> The bridge reveals the extent of the Industrial Revolution and how far technology had progressed. This could not have been built 100 years before. <p>2.) Bristol's rich merchant past</p> <ul style="list-style-type: none"> Vick's bequest and the support of the Merchant Venturers show the wealth of Bristol. Much of this from the Transatlantic Slave Trade. <p>3.) Victorian pomposity</p> <ul style="list-style-type: none"> The bridge is the epitome of Victorian grandeur. They wanted to show off how modern and technological they were. <p>4.) Bristol in the 19th century</p> <ul style="list-style-type: none"> The site reveals a lot about the development of the city in the 19th century and in particular the people associated with it. 	<ul style="list-style-type: none"> Image of Vick's will (Bristol Records Office and Archive) Photo of the opening ceremony of the bridge in 1864.
L. How the physical remains may prompt questions about the past and how historians frame these as valid historical enquiries	<ul style="list-style-type: none"> Who built it? Who changed it? Who used it? What is it? What changes has it seen? What was it used for? When was it built? When was it changed? When was it used? Why was it built? Why was it changed? Why was it used? How was it built? How was it changed? How was it used? How much did it cost to build/change? Where was it built? Where was it changed? Where did the people come from who used it? 	
M. How the physical remains can inform artistic reconstructions and other interpretations of the site	<p>The bridge is nearly all original as it was in 1864 so the physical remains are brilliant for artistic reconstructions and it has been used for period dramas.</p> <p>The bridge has always been interpreted as an iconic Bristol landmark even before it was completed. It has appeared on postcards from the 19th century to today and features on a plethora of local company logos.</p>	<ul style="list-style-type: none"> Victorian postcards of the site. The bridge as represented in logos for local companies including the Bristol Beer Factory!

Criteria	Specifics about the site in relation to this criteria	Sources that can be used with this criteria
N. The challenges and benefits of studying the historic environment	<p>Benefits:</p> <ul style="list-style-type: none"> • Gives a sense of place, well-being and cultural identity. • Defines and enhances a connection of people to a place, such as regional and local distinctiveness. • Stimulating and life-enhancing way to engage with history. <p>Challenges:</p> <ul style="list-style-type: none"> • Difficult to interpret due to lack of sources and evidence. • Different interpretations of the same site. • Lack of written sources and physical evidence. 	



Suspension bridge across a river, Clifton Suspension Bridge, River Avon, Bristol, England

The teaching programme

For those unfamiliar with a study of the historic environment, this might be the biggest challenge initially faced.

There are many ways you could organise a course and neither OCR, nor SHP endorses any one set method. The best way will always come from your individual circumstances and the site that you are studying.

What follows is Redland Green's example of how to deliver a History Around Us course. This is our skeleton scheme of work to teach the Clifton Suspension Bridge site:

Lesson number	Enquiry question	Criteria	Lesson Plan
1-2	<p>Why should we study the History Around Us?</p> <p>AIM:</p> <p>a) To understand the benefits and challenges of studying local history</p> <p>b) To know the chronology of Bristol to set the history of the bridge in context</p>	N	<p>Starter: Class discussion - Why is local history important? Why is it difficult to study? As a class make a table of the benefits and challenges of studying local history.</p> <p>Main: The chronology of Bristol To understand the history of the bridge this must be placed in the context of the wider history of Bristol. Students will be given a potted history of Bristol as a card sort. They need to put this into the correct order. They should identify the highs and lows and key turning points in the city. This will end up with students writing their own narrative of the city.</p> <p>Plenary: Return to the starter Now we know the history of Bristol can we think of any more reasons of why we should study local history and why it can be challenging?</p> <p>Home Learning: Produce a biography of Isambard Kingdom Brunel from three different sources.</p>
3-4	<p>What is the story of the Clifton Suspension Bridge?</p> <p>AIM:</p> <p>a) To know the history of the site and how it has developed through its 150 year history</p>	A B F G	<p>Starter: What do we already know about the Clifton Suspension Bridge? In pairs make a table of things they know for certain and things they think they know about the bridge.</p> <p>Main: Clifton Suspension Bridge living graph The history of the bridge will be given in a series of narrative cards. Students will also be given an A3 sheets with dates along the bottom and a y axis from idea to bridge complete. Students must plot the story along this line to show when the periods of great progress and regress are. This will get them to really engage with the story of the site - this is crucial for all subsequent lessons.</p> <p>Plenary: Discussion - When is the greatest turning point in the history of the bridge? Simple class discussion.</p> <p>Home Learning: Students will be given a booklet of sources (taken from those listed in the criteria section above). For Home Learning they must decide which single source best represents the history of the bridge.</p>

Lesson number	Enquiry question	Criteria	Lesson Plan
5-6	<p>How has the site been used in the last 150 years?</p> <p>AIM: a) To know the variety and diversity of uses of the bridge over the years.</p>	C D E F	<p>Starter: The story of Zanetto This lesson will start with the story of Zanetto, a circus performer, and how he used the bridge. This is done purposely to show the variety of uses and hook in their interest.</p> <p>Main: Plot the characters Lots of individuals who have used the site will be provided on playing card sized bits of paper. Students must read the cards and then plot them on a continuum line from 'normal users of the bridge' to 'abnormal users of the bridge'. Once they have done this they need to colour code for different periods of history and then categorise the users further.</p> <p>Plenary: Discussion – Has the use of the bridge changed over time? Simple class discussion.</p> <p>Home Learning: Students should complete an exam style question on individuals: <i>Choose an individual associated with your site's history. Explain how and why they are associated with the site. Use physical features of the site as well as your knowledge to support your answer. [20]</i></p>
7	<p>What can we learn about life, attitudes and values from the history of the bridge?</p> <p>AIM: a) To know how people have reacted to the bridge through history</p>	K	<p>Starter: The laying of the foundation stone 1836 painting Students will be given the image above and asked to annotate the image for the details they can see. From this students will be asked to use another colour to think about what these details tell us about life, attitudes and values of 1836.</p> <p>Main: Source based lesson With one source modelled to the students in the starter the students will be given a large variety of sources from different points in the history of the bridge. With each source students must fill in a grid to say what the source is, when it is published and what it tells us about life, attitudes and values of the people at the time.</p> <p>Plenary: Discussion Overall what are the three most important things the bridge reveals about life, attitudes and values?</p>

Lesson number	Enquiry question	Criteria	Lesson Plan
8-9	<p>Is Mayor Ferguson right that the bridge should be a World Heritage Site?</p> <p>AIM: a) To weigh up the significance of the Bristol on a variety of different scales</p>	H I	<p>Starter: Silent reading Students will be given the BBC article from 2013 about George Ferguson (Mayor of Bristol) claiming the bridge should be a UNESCO World Heritage Site. This will be used as a hook for the lesson.</p> <p>Main: The importance of the bridge carousel Around the room lots of facts and figures will be posted about the importance of the bridge. Students must move around the room, read the facts and then add them to their table of notes. The table has three columns and they must decide where the facts should be added to: a. Engineering features of the bridge b. Local importance c. National importance</p> <p>Plenary: Class vote As a class we will now return to the starter BBC article and vote to see if we agree that the bridge should be a UNESCO World Heritage Site.</p> <p>Home Learning: Write a letter to the council arguing whether the bridge should or should not be designated as a UNESCO World Heritage Site.</p>
10	<p>How can we use the physical remains? CLASS VISIT</p> <p>AIM: a) To use the site to complete some field work and gain a deeper understanding of its past</p>	H I M	<p>Field Work We will take all of our classes to the bridge to complete a series of field work tasks working with the education team at the visitor's centre. Students will need to identify and photograph the key features of the bridge, they will visit the vaults underneath and work with primary sources at the centre.</p>

Lesson number	Enquiry question	Criteria	Lesson Plan
11	<p>How typical is the Clifton Suspension Bridge?</p> <p>AIM: a) To be able to compare the Clifton Bridge with other sites</p>	J	<p>Starter: What does typical mean? As a class produce a definition of typical and criteria to judge typicality. This will be used a basis for the rest of the lesson.</p> <p>Main: Comparison with other suspension bridges a) Students will be given a pack of images and brief details of lots of suspension bridges from the same period from around the country. From this they need to make a table of similarities and differences between the Clifton Bridge and other suspension bridges. b) Following the general overview students will now compare the bridge in depth with another site – the Hammersmith Bridge built by Joseph Basalgette. Students will read the history of the Hammersmith Bridge and after write an extended answer comparing it with the Clifton Bridge.</p> <p>Plenary: Discussion – Is the Clifton Bridge typical? A simple class discussion.</p> <p>Home Learning: Joseph Basalgette Watch the Seven Wonders of the Industrial Age episode about Joseph Basalgette for further background information.</p>
12	<p>Consolidation of learning</p> <p>AIM: a) To know the types of question that you will be required to answer in the exam.</p>		<p>Starter: Introduce the students to the History Around Us paper. Explain how the questions on this paper will stem from the fourteen criteria for a site.</p> <p>Main: The fourteen criteria as flash cards Give students fourteen A5 flash cards. On one side of each flash card is the criteria e.g. rather than A. The reasons for the location of the site within its surroundings and this posed in the form of a question as they would get in an exam, e.g. Why is the site located where it is? Students then produce notes on the reverse answering the question and which document / source that we have looked at will help them answer this question the best.</p> <p>Plenary: What is the examiner looking for? In pairs look through the mark scheme to work out what a high level answer does.</p>
13	<p>Mock exam</p> <p>AIM: a) To know what the History Around Us exam will entail</p>		<p>Main: Mock Exam It is crucial that students complete a mock exam in timed conditions to get a feel for what the exam will be like. We will use the specimen paper that has been provided on the OCR website: http://www.ocr.org.uk/Images/207089-unit-j411-21-history-around-us-sample-assessment-material.pdf</p>



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