

GCSE History Scheme of Learning: History Around Us

First teaching: May 2017

- 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, 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

Questions 1-3 - all reflect the criteria from site selection [20+5 marks]. Students must answer 2 out of the 3 questions. Fixed bit "use physical features and your own knowledge" DOES NOT NEED TO BE KNOWLEDGE OF OTHER SOURCES. There will be a focus on some SO concept.

Questions will combine more than one criterion to stop teachers from getting students to rote learn answers. Questions will ask students to integrate aspects of criteria. Best approach to teaching this is for schools to take an enquiry approach when teaching ie. Enquiries which cover several criteria so students get used to juggling them. If students deal with each criterion separately they cannot leave level 1! They need to integrate knowledge and the features of the site to construct a cogent explanation.

The overall Enquiry is thus split into four major lines of sub-enquiry:

1. How typical was Fountains as a medieval monastery?
2. How significantly did the site change over time?
3. How can the site be a useful source of evidence?
4. How have different people used the site over time?
5. What conclusions can we draw?

| | Overall Enquiry | Lesson Enquiry | Key learning points/ criteria | Lesson ideas |
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| 1 | How typical was Fountains as a medieval monastery? | What were/are Monasteries? | A, B, E What were/are monasteries? What were/are monks? Medieval Church Substantive knowledge and vocabulary development | Briefly introduce course Reminder of power of medieval church- make very brief notes on power of medieval church.- don't spend long here! Structures of church, compare to feudal system, where do monks fit in? no notetaking needed for this section Use picture of monk as spider diagram centre - what do monks do, vows etc. quick video clip if time. Complete tasks on Monks/Monasteries - on worksheet and on slide Makes notes from video clip. |
| 2 | | Who were the Benedictines and the Cistercians? | A, B, D, J, F, K, J Orders of monks - comparing Cistercians to Benedictines Substantive knowledge development | Explore the Benedictine Rule briefly, stick in book Introduce the Benedictines, stick info sheet in book Introduce Cistercians, use clip Venn diagram to compare at the end Homework: reading about the Cistercian Revolution |
| 3 | | How did English Monasteries develop over time? | A, B, J, G Orders of monks, with change over time Substantive knowledge development | VOCAB TEST- Chance to build knowledge at same time Info sheet about the development of British Monasteries- Draw a big timeline across a double page. Add in anything relating to Fountains in a second colour. where does FAbbeey fit in - explosion in monasticism with the new orders, leading the Cistercian charge alongside rievaulx. Add details from powerpoint slides and video clip. Janina Ramirez, Saints and Sinners ep 2, 29.11 - 38 ish Outline how it's not just the Cistercians, stick in sheet of other orders If time, consider any site evidence that links to this |

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| 4 | | How typical was Fountains Abbey? | <p>A, B, G, J, L</p> <p>Skills</p> <p>4 to compare to:</p> <p>Whitby (Ben) St Mary's York (Ben) Rievaulx (Cist) Kirkstall (Cist)</p> | <p>Aim of these two lessons: layer in the knowledge so far about variances of Orders, Fountains story</p> <p>Memory task: see what they picked up from the site tour about what was unusual about the Abbey.</p> <p>Card sort to assess 4 different areas of typicality. Discuss comparative layouts of the 4 comparison abbeys.</p> <p>Brief chat about what it means to be part of a Cistercian Order, across Europe and then as a family of abbeys within England.</p> <p>Then add as much as humanly possible to the four columns based on the site evidence alone. Checklist on final slide.</p> |
| 5 | | How typical was Fountains Abbey? | <p>A, B, C, D, G, I, J,</p> <p>skills and writing practice - 30 mins</p> <p>Crucial to develop historical thinking here and skill of crafting an extended response.</p> | <p>Starter: quiz</p> <p>Main: read the story of Fountains' founding - tasks on ppt slide if time, but leave 30 minutes to write!</p> <p>Main: write the essay, NO prior help, factors or paragraphs given. Put the spoon away and see how they do - their essay writing skills should be coming along!</p> <p>5 mins: annotate to show strengths and weaknesses - how aware are they of these? - metacognition development if time, students explaining own strengths and weaknesses on visualizer.</p> |

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| 6 | How significantly did the site change over time? | How did the Abbey change up until the Dissolution? | B, C, D, E, F, G Nuance of change over time within Monastic period. Ensure students understand the changes and the causes for them - Black Death etc | Start with vocab test Big A3 Grid. Start with the timeline and the A3 grid, use the slides to double check. Go big or go home... If you get to the plenary, consider how the abbey can be described in each time period. |
| 7 | | Why was the Dissolution the most significant Turning Point? | C,D,F, G, H, I Develop disciplinary thinking about change over time and the thinking needed to discuss Turning points. Understanding of causes of Dissolution, as distinct from the Reformation. | Vocab & knowledge test: put the key term/work/phrase in the right time period. Discuss nature of a Turning point Summarise the dissolution in its broader context using the video clips to help. Focus in on the impact of the Dissolution at Fountains on the monks and the physical site as well as its significance. Had to be rendered unfit for religious use Can we name two other turning points? Why are they less significant? DOWNPLAYING skills |
| 8 | | How and why did the site change after the Dissolution? | C, G, E, F, I (A -surroundings) Expand to longer-term development study over 500 years. What are the major changes and what explains them. What makes Fountains unique in this period. | Name a few turning points Use cards to develop a Pyramid 6 - use this as a formative assessment task to show understanding of change over time. Use grid to develop analysis of three main time periods Discuss the ways to assess extent of change over time and the most significant period of change - developing reasoning for why the Dissolution was the most sig turning point Discuss turning points/writing about them. Generally writing about change. Practice paragraph if time! |
| 9 | | Has Fountains | B, C, E, G, A, I | Introduce fountains and different types of importance |

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| | | always been a significant site? | Varying ways of analysing and evidencing significance. How significance can change over time | Use grid (print a3) and handout to add information about local and national importance. Then add site evidence wherever possible to each box in a different colour. Use slides to add to grids from teaching If possible discuss any examples of Fountains' importance changing over time. |
| 10 | | Skills- Change over time essay | C, E, G, develop writing and disciplinary thinking skills needed to write a coherent and complete extended answer to the question. | Sketch abbey from memory - building mind palace version of the abbey - formative assessment: what are they forgetting? Use the printed map to annotate for change over time - where is there site evidence of the site changing over time? Explain how the exam works Introduce 5 min drill Worked example as a class Attempt to do one as individuals - you may need to tell them the answers eventually but make it clear: <ul style="list-style-type: none"> - THEY NEED TO THINK FOR THEMSELVES ABOUT STRUCTURES, DON'T TRY TO PREDICT THESE QUESTIONS - THERE ARE LOTS OF VALID APPROACHES TO EVERY QUESTION, AS LONG AS THE QUESTION GETS ANSWERED |

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| 11 | How can the site be a useful source of evidence? | What are the limitations and benefits of using the site as evidence for historical enquiries? | N F H As per KQ really! | Technical vocab test Complete analysis grid on slide 1 Use image strip to guide thinking about how the changes of ownership changed the site evidence at the abbey What questions can we ask that the site doesn't answer? How can we answer them? Suggest 5 sources |
| 12 | | Using site evidence in essays - how can we improve our historical writing? | H N Memory and metacognition about disciplinary communication and expression, especially as an extended written answer. | Start with mock mock. So pretend you are setting them an essay - REALLY pretend - and then stop after 5 to see what they have done a) under pressure and b) without guidance. How many have tried to do the 5-min drill or at least spent 5 mins planning? Recap drill. Work example for that question in 5 mins only! Recap of significance Is it site evid quiz - print this and get them to tick/cross Glossary of useful words Use visualiser to demonstrate writing an evidence-filled paragraph. Students then write their own |
| 14 | | Skills: Site evidence essay | H, L, M Real specialism about the South Transept as a key element of the site. Metacognition with 5 minute drill. | Use key word bundles to get them writing about the site Teach about "Significant Spot 1" - the south transept. They need good detail on this, so I did about 20 mins chalk and talk. They can take notes on slide 2, printed A3. TALK TO HJR if you're not sure about the South Transept, there is more than is on the slides. I will try to write it down as a crib sheet, but might not get time! Then complete the planning grid to keep working on the 5 minute drill. Try to show how South Transept evidence can be used for all those questions. |

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| 15 | How have different people used the site over time? | How did different monks use the site? | D, E, K, A, F, H, I white monks and lay brothers similarity and difference | <p>Starter: name the room</p> <p>Then add some suggestions about what these examples of site evidence tells us about the site.</p> <p>Henderson - label his reconstruction to identify more uses of the site</p> <p>Discuss the limitations of site evidence - what isn't there anymore?</p> <p>Final grid - complete different uses of site by monks and lay bros, using knowledge from this lesson and across the course.</p> |
| 16 | | White monks and lay bros part 2 | D, E, K, F, G, H, The community of the cloister and the windows onto this world from the West Range | <p>Photo based knowledge check</p> <p>Name the buildings, activities etc in the cloister - highlight as a significant part of the site evidence</p> <p>Use lay bros sheet - highlight anything that can be proven by site evidence</p> |
| 17 | | Use of site post-Dissolution | D, E, K, J, A, F, H, I, Change over time Recap and reflect on changes to the site from earlier lessons | <p>Read info on Aislabie ownership - answer Qs on Powerpoint slide</p> <p>Use 1901 painting to discuss the 'Romantic' notions of the site - print them a colour copy to annotate</p> <p>Use Oak leaf as spider diagram to explore the variety of current uses of the site.</p> <p>Read mill sheet and produce timeline of the mill for H/W</p> |
| 18 | | Revision: How typical was and is Fountains Abbey? | <p>Memory and metacognition development</p> <p>Targeted memory work of forgotten site evidence.</p> | <p>Checklist for revision</p> <p>Site evid grid</p> <p>What have we forgotten - find bits of site evidence that haven't been mentioned in your lessons for a while by trawling the visit booklet and the site tour teacher notes</p> <p>Some essay planning tasks, using whatever method you like.</p> |

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| 19 | What conclusions can we draw? | Revision: major themes-change, people, use of evidence | Memory and metacognition development | Specific revision as identified using diagnostic testing. |
| 20 | | Assessment | Memory and metacognition development Writing skills practice | See assessment on system. This constitutes a full mock exam, so make that point to students. TIMING will be crucial, as will constructing the best possible extended response that addresses the full extent of the question. |
| 21 | | DIRT and Feedback | Memory and metacognition development Writing skills practice. | HJR: for this, I went through each question and got them to suggest structures on their own, talk through the different options and discuss why one or two were better than others. Emphasised the importance of relating the structure to the question. We then explored common issues as group feedback and they wrote the essay they didn't choose for DIRT |

