

Helmsley Castle August 2017 draft of Scheme of Learning

<p>2017 reflections – MUST use the revision pack as an independent learning pack. Need to quiz more often on the PHYSICAL features of the site and regularly test on DIFFERENT sketches of the layout – perhaps at different times in it’s past? Need to make more of the PHYSICAL site at each stage – perhaps structure each lesson around history – physical structure? Need to make more of national context and comparison to other castles. Look into Knaresborough as another comparison as it was involved in the Civil War? Need to add the other castles to the revision pack as well. Outcome activity could be a display that takes a large sketch of the castle and explains each of the physical features? Could follow the story of the castle through the archaeological artefacts found there? What did the chamber pot see? What did the arrowhead see? Could we make more of religion? Could START with the written sources and some archaeological sources and get them to work out what they can learn from these BEFORE they then look at the castle? Need to make more of the chamber block and the latrines – what did the chamber pot see...?</p>			
VISIT	PREP LESSON – half lesson needed	<ul style="list-style-type: none"> N. The challenges and benefits of studying the historic environment. 	<p>Rules, pack etc</p> <p>Discuss challenges and benefits of visit</p> <p>EARLIEST VISIT COULD COME IS AFTER LESSON ONE WITH TIMELINE OF HELMLSEY DONE – this is when 2016 visit was and it was TOO EARLY. Ideally visit would be after lessons 1-3.</p>
VISIT	RETURN LESSON	ALL?	<p>Cover all of the areas of the castle that they couldn’t access using photos?</p> <p>Artist reconstruction of Middle Ages Helmsley – provide with picture and ask how this reconstruction uses the site to present the uses of Helmsley – does any thing surprise you given what you’ve seen at the castle.</p> <p>Typing up notes – work in pairs to make neat version of site notes – use subheadings etc.</p>
OVERALL	LESSON	CRITERIA	PLAN
What do we need to know to understand Helmsley?	ONE (and a half): Why build a castle at Helmsley - overview	<ul style="list-style-type: none"> A. The reasons for the location of the site within its surroundings. B. When and why people first created the site. 	<p>NEED TO GET WALTER ESPEC SOURCE ANALYSIS INTO THIS</p> <ul style="list-style-type: none"> Intro to Motte and Bailey how attack/defend, during discussion move from diagram to aerial picture of Pickering Castle and continue discussion of Motte and Bailey and why the Normans built them Optional videos on types of castle to aid discussion 10-15min Compare to Helmsley and the fact that it is different so Helmsley must have been built for different purposes – could list similarities and

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		<ul style="list-style-type: none"> • J. The typicality of the site based on a comparison with other similar sites. 	<p>differences. Leads into when it was built and quick discussion to establish broad things a castle is used for (reward, defence, living in)</p> <p>10min</p> <ul style="list-style-type: none"> • Introduce enquiry question: • <i>Military might or domestic comfort: - which was more important at Helmsley Castle?</i> <p>2min</p> <ul style="list-style-type: none"> • What do we already know about Helmsley? Spider diagram in groups for a few minutes then as a class feedback to establish prior knowledge. <p>15min</p> <ul style="list-style-type: none"> • Timeline: To ensure broad overview of the castle history – colour code for military/domestic – should tease out there is mostly domestic and spikes of military. Could begin to tease out as pupils read that the main military event is pretty catastrophic for the castle compared to lots of little domestic developments – stretch higher ability with questions about nature of importance; <i>Are the domestic developments less important than the military slighting? What does the timeline tell us about the physical development of the site? What impact did the slighting have on uses of the castle – how might it have turned out differently if the tower had survived?</i> <p>10min</p> <ul style="list-style-type: none"> • Discuss questions raised by timeline - What do you notice about the balance of military and domestic events? What IMPACT did the military events have on the castle building? Compared to the domestic events? Are there any OTHER themes that emerge from the timeline? Tease out OTHER themes such as religion, royalty, inheritance/succession. <p>10min</p> <ul style="list-style-type: none"> • What appear to be the key TURNING POINTS in the history of the castle? <p>Initial building, confiscation/return in Wars of the Roses, Tudor mansion, Civil war, building of Duncombe Park, English Heritage</p> <p>10min</p>
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			<p>Return to discuss initial answer to question based on timeline</p> <p>IF NEEDED - SOURCE ANALYSIS</p>
<p>What do we need to know to understand Helmsley?</p>	<p>TWO and THREE: Why is local history important? Timeline of Helmsley and English history: turning points</p>	<ul style="list-style-type: none"> • I. The importance of the whole site either locally or nationally, as appropriate. • • D. How the site has been used throughout its history. • G. Significant times in the site's past: peak activity, major developments, and turning points. • • • A. The reasons for the location of the site within its surroundings. • B. When and why people first created the site. 	<p>Starter: Why is local history important? See what the general response is to this – can cause a lot of debate. Move to questioning what national events have influenced Helmsley castle? 5min discussion</p> <p>Timeline TOO BIG NEED TO CUT DOWN Activity: BIG timeline – stress that this isn't meant to be easy, it's an overview task and it's about fitting in whatever we can work out using our background knowledge and what we're aware of in terms of History. In pairs work on sorting the dates into order. Circulate and help weaker pupils, challenge more able pupils with questions such as what themes the timeline covers (political/social/economic) and what other dates they know or can fit in with the broad history. 20min Plenary discussion with teacher giving correct order and background/context to the events (stress they DON'T need to stick in as they'll get a completed version) 5-10min</p> <p>Hand out completed timeline for sticking in - annotate with key turning points in Helmsley's history. Give differentiated list to weaker pupils for them to use as crib sheet for annotations – more able use their big timeline. 10min</p> <p>RECAP on why Helmsley built and when – true/false then stick in handout AND DISCUSS initial purpose of Helmsley 10min</p> <p>Return to why local history is important – has idea changed at all</p>

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VISIT HALF LESSON PREP	<i>Military might or domestic comfort: - which was more important at Helmsley Castle?</i>	<ul style="list-style-type: none"> • N. The challenges and benefits of studying the historic environment. 	Rules and groups etc. IDEALLY VISIT PREP HERE AND VISIT HERE BUT COULD COME EARLIER AND LESSONS BE SPLIT
VISIT RETURN LESSON SORTING	FOUR and FIVE: Going over the trip <i>Military might or domestic comfort: - which was more important at Helmsley Castle?</i>	All?	Type up notes and complete packs Set up for next lesson – how typical is Helmsley compared to other castles and their uses? Breakdown what we mean by typical and what questions we are asking about it. 5min Visual comparison first – with laminated pictures – make notes on sugar paper? Do they need notes? Could have laminated pictures next lesson when completing table so include notes then. 10min
How typical is Helmsley?	SIX and SEVEN: How typical is Helmsley compared to other castles?	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> - Quiz – visual test on drawing then factual test – LOW stakes – explain it's just to keep things ticking over and consolidate the story of the castle 5min drawing 10-15min test depending on how delivered. - Recap Breakdown what we mean by typical and what questions we are asking about it. 5min Complete data collection sheet – make A3 – using fact sheets on each castle. DIFFERENTIATE the info on the castles. Use timeline of monarchs and glossary to support 2017 NOTES NEED TO MODEL MORE activity with class – look at castle and fill in a section of the table <ul style="list-style-type: none"> - IS IT TOO COMPLICATED? We must complete the activity first! - Complete the comparison – use historians positions as starter or plenary. - NEED HELMSLEY RECORDED FOR THEM for easier comparison because they can't all remember the relevant facts.

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			<p>-</p> <p>Short paragraph to draw together/assess learning. Just focusing on AO2. 7-10min per castle?</p> <p>Extension with interpretations task.</p> <p>Plenary: Judgement lines on typicality THEN writing paragraph? NEED TO CHANGE QUESTION <i>Return to discuss overall Q: Military might or domestic comfort: - which was more important at Helmsley Castle?</i></p>
w/c 5 th June How have different people used Helmsley: Who was Helmsley for?	EIGHT and NINE: Who was Helmsley Castle for?	<p>E. The diversity of activities and people associated with the site.</p> <p>K. What the site reveals about everyday life, attitudes and values in particular periods of history.</p> <p>I. The importance of the whole site either locally or nationally, as appropriate.</p> <p>F. The reasons for changes to the site and to the way it was used.</p>	<p>Starter: Memory test of layout of castle.</p> <p>Discussion of who used Helmsley castle – draw out themes of group of people we have encountered.</p> <p>What do they REVEAL about attitudes/values in the time they lived?</p> <p>Owners/occupiers/guardians booklet – complete colour coding with timeline. Could cut down lesson time and set for homework.</p> <p>Plenary: Discussion of what Helmsley was used for by it's owner's and comparison to other sites</p> <p>Didn't consolidate with writing in 2017 –could have?</p>
How have different people used Helmsley: Who was Helmsley for?	<p>Who lived at Helmsley?</p> <p>DIDN'T DO 2017</p>	<p>E. The diversity of activities and people associated with the site.</p> <p>K. What the site reveals about everyday life, attitudes and values in particular periods of history.</p>	<p>Need to know of groups of people that would live/work at a castle from top – bottom – some sort of timeless feudal diagram?</p> <p>Need to then establish what roles people would have had – society line or role play? Or too much and not actually needed?</p> <p>Could gain a sense of change over time with who would have worked there in first place to then 1700s when it stops being used to present day uses?</p>

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<p>w/c 12th June How have different people used Helmsley: Who was Helmsley for?</p>	<p>TEN Who else was Helmsley For?</p>	<p>E. The diversity of activities and people associated with the site. K. What the site reveals about everyday life, attitudes and values in particular periods of history. M. How the physical remains can inform artistic reconstructions and other interpretations of the site.</p>	<p>Starter – memory test of the castle layout OR memory test of the owners.</p> <p>Activity - Using artists interpretations collect ideas of who the castle was for – annotate images to gain information and add to this using previous work and pack from site visit. Make sure to discuss the nature of the images as ARTISTS reconstructions – revisit images of ruins of castle and question HOW the artist has created their reconstruction.</p> <p>Complete reading to draw out the role of the Constable and the oddity of the one off mention of Helmsley being used as a prison.</p> <p>Plenary – make ‘Feudal diagram’ style list of people who used the castle and discuss their levels of importance. This worked well and was a detailed diagram on the board but need to MODEL ON THE PPT for weaker pupils and those that miss the lesson. <i>Return to discuss overall Q: Military might or domestic comfort: - which was more important at Helmsley Castle?</i></p>
<p>w/c 19th June What was Helmsley for?</p>	<p>ELEVEN AND TWELVE What was Helmsley used for?</p>	<p>L How the physical remains may prompt questions about the past and how historians frame these as valid historical enquiries. E. The diversity of activities and people associated with the site. K. What the site reveals about everyday life, attitudes and values in particular periods of history.</p>	<p>Starter – low stakes knowledge quiz Discussion of what we’ve found – use visit packs to draw out things we’ve seen Helmsley get used for, make sugar paper list.</p> <p>ACTIVITY – GROUP WORK on computers – use evidence packs to make knowledge organisers on their group’s topic. They will print enough copies for whole group to have one of everything. At least 45-60min on research/writing up. Could include a homework.</p> <p>Plenary: Share notes and sketch out mind maps of plans to answer their question on A3 paper – still working in original pairs. OR COULD mix up the groups here to share knowledge at the same time?</p> <p>LOTS of teacher led discussion of key terms of questions and what to notice to ensure they are answering the question.</p>

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			<p>2017 – tried h/w with the list of criteria questions as group activity – definitely in panic mode towards end of term, not sure it worked and Chris Culpin said not to do it like paint by numbers on the questions with the kids oooops!</p> <p>SEE thoughts on later lessons – NEED SOMETHING including religion and more on link to Rievaulx as well as getting more sources in.</p> <p><i>Return to discuss overall Q: Military might or domestic comfort: - which was more important at Helmsley Castle?</i></p>
How significantly did the site change over time?	THIRTEEN How has Helmsley changed over time?	<p>F. The reasons for changes to the site and to the way it was used.</p> <p>G. Significant times in the site’s past: peak activity, major developments, and turning points.</p> <p>H. The significance of specific features in the physical remains at the site.</p>	<p>BITTY LESSON NOT PROPERLY PLANNED OR DELIVERED – NEEDS REPLANNING</p> <p>Starter: Helmsley Bingo Share homework (but it’s bad homework on criteria)</p> <p>DIDN’T do anything with two sources. BUT NEED TO.</p> <p>DIDN’T do challenges/benefits table discussion DIDN’T use the change/continuity language handout. DID Use the filled in table of change themes as a handout later on but DIDN’T do the graph activity – SHOULD TRY next year in some form – started to create random undated cards for sorting but realised it was getting too big and needs scaling down and simplifying as a pulling it together task.</p>
	FOURTEEN SKILLS PRACTICE	All?	<p>Starter – sketch a plan</p> <p>Discussed and supported annotation of Helmsley plan – using change over time handout to support weaker – this worked well and they displayed A LOT of knowledge – could do more with colour coding or something?</p> <p><i>Return to discuss overall Q: Military might or domestic comfort: - which was more important at Helmsley Castle?</i></p>

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			<p>Introduce the exam and what it will require.</p> <p>Introduce the 5 Minute Drill (HughRichardsTM)</p> <p>Do planning together of question – then read example answer (word document WAGOLL).</p> <p>Do speedy independent plan and stop them after 5 minutes to check they are all following the 5MD!!</p> <p>HOMEWORK to do a practice essay – have week of work experience to get this done and handed in OR if earlier can do revision filler lesson to enable to mark before next lesson in SoL.</p>
- WORK EXPERIENCE 26 th JUNE WEEK			
w/c 3 rd July How significantly did the site change over time?	FIFTEEN SKILLS PRACTICE – SITE EVIDENCE	All?	<p>Starter – what counts as site evidence? All of it? Debate about de Roos ownership – but all of the rest is?</p> <p>Class feedback on essay – might be on half essay completed in lesson depends on timing and how much time to mark it. If half way through feedback then they need time to finish or h/w with tight deadline.</p> <p>Artist reconstruction question – brief plan – WAGOLL.</p> <p>Planning table, work in pairs/groups to plan range of answers – ensure USING notes to do this! USE THE SITE EVIDENCE</p> <p>Plan and write perfect paragraph together (didn't have time 2017)</p>
	NOT DONE IN 2017		<p>NEED TO DO SOMETHING on how REVEALING the site is and overall change over time.</p> <p>Could plan this into REVISION and suggested activities on suggested second visit?</p>

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			Would be nice to do a NON ESSAY outcome activity after the practice essays too? Something more plainly based on the EQ: <i>Military might or domestic comfort: - which was more important at Helmsley Castle?</i>
Sources we have on the site And Lesson on artist interpretations	NOT DONE IN 2017		Maps, plans written sources, visual sources. Oral testimony, artefacts

NEED TO PLAN IN MORE REVISION OF PAPER ONE whilst teaching this.

REMEMBER REAL TIME LESSONS LOST to SPORTS DAY, INTERVIEW, SPONSORED WALK, YEAR 10 EXAMS REVISION.

- 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.

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- **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.
- a)/ b) focus on factors affecting the position of the site – physically, politically, economically or socially.
- c)/f)/g) as well as probably h) focus on change, the evidence of change, its possible causes and impacts. (Remember that understanding of change entails knowing what went before as well as what came after).
- d)/e)/k) and probably h) are very clearly about people and the evidence at the site of how they lived their lives
- i) and j) will probably need separate attention, brief but clear.
- l) m) and n) together could form a conclusion.
For l), after studying the site for nearly a term, students should be able to pose their own questions about it. The group could then discuss whether the questions are answerable or not, and how a historian might set about researching answers.
Criterion m), probably together with h) is about students understanding that the site did not always look as it did when they visited it. Linked with the timeline, they should be able to explain how it looked at different moments in the past.
For n), while the group may need prompting, best responses should come from them and only need collating.

POSSIBLE QUESTIONS

1. Choose a turning point in your site's history. Explain how and why this changed activity at the site. Use physical features of the site as well as your knowledge to support your answer. [20]

Spelling, punctuation and grammar and the use of specialist terminology [5]

The question focuses on an aspect of criterion g (turning points) and i. It allows learners to draw on criteria c, d and f.

The response should focus on a selected turning point in the history of the site and assess the impact this had on the local or national importance of the site. In addressing this, responses will need to consider both how and why importance of the site was changed by the turning point

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2. What challenges are there when trying to understand the appearance of your site when it was first created and how could someone overcome these challenges? Use physical features of the site as well as your knowledge to support your answer. [20]

Spelling, punctuation and grammar and the use of specialist terminology [5]

The question combines one element of criterion n (challenges) with criterion b. It also allows candidates to draw on criteria c, f, h and i.

The response should focus on the challenge in studying the historic environment posed by trying to understand the appearance of their site when it was first created, and how other aspects of knowledge and understanding about the site, including its physical features, can help overcome this challenge. In considering the challenges, responses may discuss how the site has changed over time and the reasons for these changes in terms of differences between how the site would have looked then and how it looks now.

3. Imagine that an artist has been hired to do a painting of life at your site, or part of your site, at a particular time in its past. What would you tell the artist to help make the painting historically accurate as a representation of this particular time in your site's history? Use physical features of the site as well as your knowledge to support your answer. [20]

Spelling, punctuation and grammar and the use of specialist terminology [5]

The question focuses on criteria m, d and e. It also allows candidates to draw on criteria b, g, h and k.

The response should focus on the relationship between the use of the site at the chosen time and the diversity of activities and/or people associated with it at that time, and how these and the physical remains should inform the artist's painting in such a way that the painting is an historically accurate reconstruction of the diversity at the specific time chosen.

Summary of the assessment:

4. This paper is worth 20% of the overall assessment for this specification

5. This paper is worth a total of 50 marks

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6. Learners will have to state the site they have studied at the start of each answer
7. The nature of the exam requires learners to use the physical remains of the site and contextual knowledge to answer two questions from a choice of three
8. Spelling, punctuation and grammar and the use of specialist terminology (SPaG) is assessed in this paper. ***The structure of this paper is:***

Question	Type of question	AO1 marks	AO2 marks	AO3 marks	SPaG marks	Total marks
1 / 2 / 3	Question stems will vary based around the content listed in the specification, but learners will always have to use the physical features of the site, as well as their own knowledge, to support their answer.	5	5	10	5	25

Levels

AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks

AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks

AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Maximum 10 marks

Level 5 (17–20 marks)

Demonstrates strong knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them(AO1) These are used to support a sustained, consistently focused and convincing explanation that shows a

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sophisticated understanding of second order concepts appropriate to the question (AO2)

Analyses in detail a range of specific and appropriate features of the site and evaluates these thoroughly to reach a consistent, plausible, and very well-substantiated answer to the specific question (AO3).

Level 4 (13–16 marks)

Demonstrates sound knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them (AO1) These are used to support a sustained and generally convincing explanation that shows a strong understanding of second order concepts appropriate to the question (AO2).

Analyses a range of specific and appropriate features of the site and evaluates these to reach a consistent, plausible, and well-substantiated answer to the specific question (AO3).

Level 3 (9–12 marks)

Demonstrates sound knowledge of key features and characteristic of the past of the site and/or its historical context in ways that show some understanding of them (AO1); These are used to support an explanation that shows sound understanding of second order concepts appropriate to the question (AO2).

Analyses a range of appropriate features of the site and evaluates these to reach a plausible and substantiated answer to the specific question (AO3).

Level 2 (5–8 marks)

Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context in ways that show some understanding of them (AO1); These are used to support an explanation that shows some understanding of second order concepts appropriate to the question (AO2).

Identifies, with some explanation, some appropriate features of the site and uses these to give a generally plausible, supported answer to the specific question (AO3).

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Level 1 (1–4 marks)

Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context (AO1) This is used to attempt an explanation that shows some basic understanding of second order concept(s) appropriate to the question (AO2).

Includes some features of the site and attempts, at least in general terms, to use these to answer the question (AO3).