

1.1 How does teaching impact upon achievement? How good is history teaching? How effectively does teaching enable pupils to make progress? *This lesson has been judged as excellent. In a limited amount of time, Teacher Two has deployed a wide range of resources and activities to ensure pupil progression from all his/her pupils.*



THE  
PORTSMOUTH  
GRAMMAR  
SCHOOL

## Lesson Observation Form

<b>Teacher:</b> Teacher Two	<b>Observer:</b> SL	<b>Date:</b> 3/12/15	<b>Period/ Year/Group/ Subject</b> Per 7/8V/History	<b>No of boys: 15</b> <b>No of girls: 8</b>
<b>Lesson context</b> (eg details of any AEN, AG&T pupils, EAL, how well you know the class, what has been taught recently): Will : colour blind Toby : mild dyslexia weak working memory uses a laptop in class Oliver : moderate dyslexia weak short term memory			Part of Armada topic, class had covered what happened last lesson. This lesson focused on causation: Spanish weaknesses vs English strengths	
<b>Lesson focus nominated by teacher</b> (eg the topic of the lesson and any particular skills, knowledge and understanding to be developed)			Ability to develop critical thinking and use different source analysis to prepare for essay task next lesson.	
<b>You may find the prompts and the grade descriptors overleaf helpful in commenting on pupils' learning and achievement and your/the teacher's contributions to their learning. Specific examples from the lesson and your comments on these should lead to an overall judgement on how well the focus is met.</b>				
Learning and achievement of <u>pupils</u> during the lesson. Please comment on how well the focus has been achieved				
<b>Teacher's comments</b> Class worked well and listened to one another during class discussions. Different range of ability shown by asking a variety of pupils to respond to questions. Pupils aware of expectations despite arriving slightly late from previous lesson they settled well as aware of the teacher's expectations. Engagement in all tasks was universal and variety of sources and task focus kept pupil interest.  Time as always was tight but use of timer kept pupils aware of the time targets set. Homework as usual set at beginning of lesson and marked homework given back.			<b>Observer's comments</b> Class settle down well to first task Good opportunities for pupils to discuss/debate notions of strengths/weaknesses Pair work discussing Spanish excuses worked well, pupils focused and on target Some excellent/top level pupil responses observed e.g. 'masculine' 'martyr' after watching clip from 'Elizabeth'  A 50 minute lesson would have enabled even more learning to take place in this type of lesson (NB lesson was not rushed or hurried nor inappropriately paced though)	
Contribution of the <u>teaching</u> during the lesson. Please comment on how well the focus has been achieved				
<b>Teacher's comments</b> Pace of lesson set by teacher and links to previous lesson made. Encouragement given for all answers with emphasised praise for perceptive answers. Video clip backed up with literacy task and all activities showed progression. Adjustment of tasks performed for AEN pupils and circulation allowed for quick answering to individual pupil questions			<b>Observer's comments</b> Very well planned lesson (as ever with Teacher Two) Nice range of activities e.g. discussion in pairs and with whole class, use of 'paddles' to involve whole class in thinking/response to questions, reading snake. Pace and activities suited to the wide ability of class Very good use of questioning by Teacher Two and video clip used effectively (short focused clip)	
<b>Professional dialogue summary</b> (points communicated or emerging in discussion):				
<b>Strengths</b> (up to 3): 1 Excellent planning and delivery of the lesson, and use of resources  2 Pace – appropriate and positive  3 Promotion of critical thinking			<b>Areas for development</b> (up to 3): 1 Consider use of 'hierarchy' by pupils when analysing causes/categories  2 Remember not to unintentionally overlook pupils who want to raise/answer questions (e.g Ethne)  3 Continue to monitor/ensure all pupils have high quality extended writing in their exercise books	
Signed: Teacher Two Date: 4/12/15			Signed: _____Simon Lemieux_____ (Observer)  Date: 4/12/15 This form should be submitted, by hand or electronically, to the Deputy Head (Academic) within 24 hours of signature	

Please use these grade descriptors to assess your lesson

<p><b>Excellent</b></p> <ol style="list-style-type: none"> <li>1. Pupils are helped to develop a secure understanding of their subject and make rapid progress overall.</li> <li>2. High expectations of pupils' work are evident throughout the lesson and in marking.</li> <li>3. The flair and enthusiasm apparent proves infectious and sparks endeavour and interest in the pupils.</li> <li>4. Resources such as books, internet and computers are most advantageous in support exciting approaches to learning.</li> <li>5. The teachers know their pupils' capabilities and adapt teaching well to meet their differing needs.</li> <li>6. Teachers are highly effective in building on previous learning and helping pupils overcome difficulties.</li> <li>7. Marking and assessment are productively focused on guiding improvement and ensure that pupils have a clear understanding of their strengths and areas for development.</li> </ol>
<p><b>Good</b> (use this section as a benchmark. <b>Key teaching points are shown in bold</b> and <i>learning/pupil related responses are in italics.</i>)</p> <ol style="list-style-type: none"> <li>1. The teaching is effective in <i>capturing the pupils' interest in their work and secures good progress.</i> <b>(ie there is a sense of purpose/praise/presence/interaction/clear learning intentions/group work)</b></li> <li>2. <b>Good subject knowledge</b> is an important factor in ensuring work is <i>suitably challenging.</i></li> <li>3. <b>Resources such as books and ICT are used well</b> in support of the pupils' learning.</li> <li>4. The teacher makes <b>good use of assessment (questioning and marking) to learn about the pupils' capabilities</b> and this enables her/him to set <i>appropriately high expectations for all pupils</i> and <b>to plan suitably demanding work.</b></li> <li>5. Teachers are <i>successful in matching work to individual needs (eg AEN, EAL),</i> paying close attention to the specialist guidance provided.</li> </ol>
<p><b>Sound</b></p> <ol style="list-style-type: none"> <li>1. Weaknesses are not widespread, so that overall pupils show interest in their work and are enabled to make progress in line with their abilities.</li> <li>2. Teachers have sound knowledge of the subjects they teach.</li> <li>3. Teachers make reasonable use of resources, including ICT.</li> <li>4. The teachers' expectations of the pupils are appropriate on most occasions but are too low at times and/or for groups of pupils.</li> <li>5. Work is suitably planned and the lesson runs smoothly with adequate use of time but little sense of urgency.</li> <li>6. Assessment and marking vary in quality but are used to encourage pupils and generally help to improve the quality of pupils' work.</li> <li>7. Teaching has a modest impact on individual learning needs, of those with AEN or EAL.</li> </ol>
<p><b>Unsatisfactory</b></p> <ol style="list-style-type: none"> <li>1. Teaching has shortcomings and demonstrates low expectations in not making good use of time.</li> <li>2. Teaching does not support significant groups of pupils, for example those with particular learning difficulties.</li> <li>3. Marking is perfunctory, and does not do enough to help pupils improve the quality of their work or provide sufficient challenge to those who need it.</li> <li>4. Subject knowledge is sufficient but shortcomings occur when teachers are working outside their specialism.</li> <li>5. The teacher has insufficient rapport with the class.</li> <li>6. The teacher does not maintain a suitably high standard of classroom behaviour.</li> <li>7. Teachers are not properly informed about pupils' needs and leave the learning support department to provide all necessary support to them.</li> </ol>

Please use these prompts to assess your lesson

Learning and achievement of your pupils during the lesson.	Contribution of your teaching during the lesson.
<ul style="list-style-type: none"> <li>• progress made by all pupils, according to their needs (eg EAL, AEN, AG&amp;T)</li> <li>• improvement of pupils' subject knowledge and understanding and skills during the lesson</li> <li>• Which pupils ask/answer questions</li> <li>• Who learns in individual and group work</li> <li>• The types of questions pupils answer</li> <li>• What pupils write</li> <li>• Pupils' literacy and numeracy (including presentation and SPaG in written work)</li> <li>• Whether pupils demonstrate that they know how to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of planning</li> <li>• Whether the teacher identifies the needs of pupils (eg gender, minority groups, EAL, AEN AG&amp;T) before the lesson and responds to them</li> <li>• The impact of what the teacher says</li> <li>• The type and level of challenge of questions asked of all pupils</li> <li>• Whether the teacher succeeds in ensuring progress</li> <li>• Whether the teacher checks the progress of pupils throughout the lesson</li> <li>• Whether the teacher adapts teaching accordingly</li> <li>• The teacher's subject knowledge and understanding</li> <li>• The teacher's literacy</li> <li>• The teacher's relationship with pupils</li> <li>• Room lay-out and impact on learning</li> <li>• SMSC (spiritual, moral, social and cultural provision)</li> <li>• Use of ICT</li> </ul>

1.2 Teaching, Learning, Achievement and Progression: How much progress do pupils make in lessons? How do you know? *Progress in all year groups is regularly discussed in internal department meetings, highlighting very able students and those who are struggling.*

**Y9 progress:** this was discussed globally and all agreed that the following were common points of agreement:

- the ability range was considerable with some weaker pupils struggling, but with excellent work emanating from the top level. This made planning of activities quite tricky at times
- there was sense that the year group and individual classes were almost too large with most classes at or near 25 pupils.
- there was an issue with the production of work on occasion which had resulted in several colleagues issuing departmental detentions either at lunchtime or after school. SL encouraged colleagues to be firm and fair, and also to report home any issues of poor behaviour etc

**1.2 Teaching, Learning, Achievement and Progression:** How much progress do pupils make in lessons? How do you know? Teachers and pupils follow this mark scheme used for Years 7-9, shown in classrooms over the department. It allows pupils to work towards the same set of marking criteria, setting their own targets. For teachers, they too are marking from the same criteria. Each piece of work is awarded a mark out of 10 (the three far left columns) and is then given a grade. The marks awarded achieved differ across each year, clearly showing pupils the standard of their work against what they should be achieving at their respective level of study, and how they have progressed since their entry in Year 7.

## How to get top marks in KS3 History...

Yr 7	Yr 8	Yr 9	Grade	Knowledge and Understanding	Analysis (of causation, interpretations or change & continuity)	Source Evaluation	Creativity/Presentation
1-3	1-3	1-2	4	I have some understanding but have made some factual errors and /or have misunderstood some concepts.	I can identify some reasons why an event happened.  I can describe different views of an event/person.  I can identify areas of change or continuity.	I can describe a source.	My work is neatly presented, with a clear date and title where appropriate. I write in full sentences and/or speak clearly.
4-6	4-5	3-4	4/3	I have a general understanding of events.	I can explain reasons why an event happened using paragraphs  I can identify reasons why people have different views or why factors have changed/stayed the same	I can identify and describe the message and /or purpose of a source and identify fact and opinion.  I can identify reasons why a source might be useful/reliable but this is not explained.	I write in full sentences and paragraphs when writing formally.  If appropriate, I have included relevant images.
7-9	6-7	5-6	3/2	I can show accurate understanding of events and include some detailed factual evidence including dates, names and places.	I can explain several factors with supporting evidence. I can explain some of the links and relationships between factors. I can suggest why one factor is more important than another, giving my opinion.	I can identify the message and purpose of a source and can start to explain them using my knowledge.  I can explain some reasons for why a source is useful/reliable, considering content and some aspects of context (author, type, date, purpose).	I have included some relevant historical terminology.  Any images included are relevant.  I have taken some care with presentation.
10	8-9	7-8	2/1	I can show accurate understanding of events with consistent detail	I can explain several factors with supporting evidence. I explain the relationships and links between factors. I can compare factors to each other to show one is more important than the other, providing some support for my opinion.	I can explain the message and purpose of a source. I can explain reasons why a source is useful/reliable, using both content and context. I can explain how useful/reliable sources are compared to each other.	My writing style is appropriate for my audience.  My work is imaginative but historically accurate.
10+ R	10	9-10	1	I can show accurate understanding, supported with a wide range of detailed evidence.	I can explain a wide range of factors with detailed supporting evidence. I explain the relationships between factors and can compare the factors to each other, supporting my conclusions about which is more important than the other. My analysis is always clearly explained, developed and supported with evidence.	I can explain the message and purpose of a source. I can explain reasons why a source is useful/reliable using a range of information about the content and context of the source.  I can explain how useful/reliable sources are compared to each other, and make a judgment about which is the most useful/reliable.	I have used a range of historical terminology accurately and my writing style and vocabulary are appropriate for my audience.  I have taken excellent care with presentation, and thought carefully about the selection and position of relevant imagery, if appropriate to the task. My work is both accurate and imaginative.



1.3 Teaching and Resources (including TAs and ICT): How effectively are available resources deployed for the teaching of history? *This lesson employs a wide range of resources, including iPads, videos, textbooks and photo sources, to deliver an engaging lesson.*



THE  
PORTSMOUTH  
GRAMMAR  
SCHOOL

## LESSON PLANNING FORM

Teacher: Teacher One	Subject: History	Number of pupils:24
Date: 28/01/16	Exam Course: N/A	Boys:16
Class: 9T	Exam Board:	Girls: 8
Period: 5		Ability: Mixed

Outline of learning objectives (all / most / some):

What happened in Austria and how did this spark the First World War?

Source analysis to recognise the order of events and value or limitations of the sources presented

Assessment to inform learning:

Verbal reasoning of source analysis and completion of source chart

H/w police report will assess knowledge and understanding of event and analysis of sources in formulating report.

Brief lesson outline:

- Students receive books, read homework mark and comment and write pupil comment. During register use iPads to follow CNN link on the Google Classroom and read silently about Princip
- One pupil to roll dice and class asked that number question about Gavrilo
- Watch short video of events: <https://www.awesomestories.com/asset/view/Assassin-of-Archduke-Franz-Ferdinand-Gavrilo-Princip> watch until min 2.02
- What is the crime we are investigating, who is your main suspect? Why is it important?
- Copy chart: source? What does it tell me? What else do I want to know? Value? Limitation?
- In pairs analyse source A from worksheet what do you think is strange about this picture of the heir of the Hungarian throne? Feedback of the picture into chart. (Extension: what does the map tell you is the area of concern/ which long term cause does it correspond with? How does photocopy of textbook description help? What extra information do we know?)
- Read Source D and Source E- complete chart with further information you have learnt (extension: which of these support source A and who could you blame for the assassination according to these sources)
- In pairs look at the remaining sources- complete chart (extension: match any supporting sources and what advice could you provide the organiser of the event for next time?)
- Feedback by asking who is your biggest suspect? Which source has proved this? How?

9. Explain the police report h/w		
AEN, EAL & AGT:		
Pupil: Pupil One	Characteristics: Processing difficulty	Strategy in this lesson: <ol style="list-style-type: none"> <li>1. Encourage contributions to class discussions</li> <li>2. Scarlett strategy in History is (once task has started) to explain to teacher what the task is</li> <li>3. Concentrate on Sources FG and H</li> <li>4. write person or key word on the sheet to remind you for homework</li> <li>5. encourage bullet points for key ideas in report</li> </ol>
Pupil Two	Spelling support	Homework spellings are corrected and encourage answers
Pupil Three	Dyslexia	Encourage contributions to class discussions to demonstrate high ability and reduce frustration in writing tasks. Word processor encouraged for homework task
Pupils Four, Five and Six	AGT	Encourage answers in class discussion for reasoning/ higher level skill. Complete extension work in brackets above

Lesson context (recently covered, to cover in coming lessons and homework):

Recently covered: Long term causes of the First World War

H/w to return: essay on which was the most important long term cause of the First World War

H/w set: Complete police report on the murder of the Archduke Franz Ferdinand including reference to source evidence

1.3 Teaching and Resources (Including TAs and ICT): How effectively are available resources deployed for the teaching of history? *The History department makes use of Google classroom to enhance learning and keep track of progress for both teachers and pupils.*

Year 12 A Level American Revolution - Internet Explorer

Year 12 A Level American Revolution

STREAM STUDENTS ABOUT a.cross@pgs.org.uk

DRAFTS (7)

Mr A Casillas-Cross Jan 24 (Edited Feb 4) DUE TUE, FEB 9

**Declaration of Independence (class work)** 1 DONE 24 NOT DONE

"Thomas Paine's book, Common Sense, was essential in persuading Americans to support independence" assess the validity of this view.

The Declaration of Independence and its Legacy [unhistory.org]  
http://www.unhistory.org/un/73a.asp

The Patriot Who Refused to Sign the Declaration of Independence | History Net: Where History Comes...  
http://www.historynet.com/the-patriot-who-refused-to-sign-the-declaration-of-independence.htm

The Continental Congress - American Revolution - HISTORY.com  
http://www.history.com/topics/american-revolution/the-continental-congress

Continental Congress Facts, Information, pictures | Encyclopedia.com articles about Continental Con...  
http://www.encyclopedia.com/topics/Continental\_Congress.aspx

3 class comments

Devin Stigant Jan 29  
A document that argues that American colonies are being oppressed by the British monarchy and government and therefore needed to become independent to follow their ideology of the intrinsic right to "life, liberty and the pursuit of happiness"

Add class comment...

Mr A Casillas-Cross Jan 17 DUE JAN 18

Thomas Paine and Common Sense 2 ? 23

Year 12 A Level American Revolution - Internet Explorer

Year 12 A Level American Revolution

STREAM STUDENTS ABOUT a.cross@pgs.org.uk

Mr A Casillas-Cross Jan 10 (Edited Jan 17) DUE JAN 19

**What was the logic of resistance and who were the loyalists** 2 DONE 23 NOT DONE

Common Sense by Thomas Paine  
http://www.unhistory.org/james/common-sense/index.htm

SparkNotes: Common Sense: Summary  
http://www.sparknotes.com/20/common-sense/summary.html

Add class comment...

8. The Logic of Resistance  
YouTube video: 47 minutes

9. Who Were the Loyalists?  
YouTube video: 45 minutes

Coming of the American Revolution: The Battle of Bunker Hill & Siege of Boston  
https://www.masshist.org/revolution/bunkerhill.php

Add class comment...

Mr A Casillas-Cross Jan 10 (Edited Jan 10) DUE JAN 12, 11:59 PM

**Good practice to be completed in class** 3 DONE 22 NOT DONE

Year 12 A Level American Revolution - Internet Explorer

Year 12 A Level American Revolution

STREAM STUDENTS ABOUT

a.cross@pgpe.org.uk

Working on the American Revolution: The cause of British rule & single or double

<https://www.meadwell.org/revolution/battleofbunkerhill.php>

Add class comment...

Ms A Casillas-Cross  
Jan 10 (Edited Jan 10)

DUE JAN 12, 11:59 PM

Good practice to be completed in class

3 DONE 22 NOT DONE

(Sunday January 10, 2016 6:36 pm, GMT)  
Image

History exam on american revolution pre.doc  
Word

History exam on american revolution pre  
George Ulice

(Sunday January 10, 2016 10:04 pm, GMT)  
Image

(Sunday January 10, 2016 10:07 pm, GMT)  
Image

Add class comment...

Ms A Casillas-Cross  
DNC 8

Year 12 lesson 3 and 4 Tuesday 8th December

Year 12 A Level American Revolution - Internet Explorer

Year 12 A Level American Revolution

STREAM STUDENTS ABOUT

a.cross@pgpe.org.uk

Harkness lesson - what to expect and why it is a useful technique

75 Years of Harkness Teaching  
YouTube video: 5 minutes

Add class comment...

Ms A Casillas-Cross  
Nov 22 (Edited Nov 22)

Thomas Paine

Thomas Paine Biography - Author of Common Sense Pamphlet (1776)  
<http://totalhistory.com/thomas-paine/>

Thomas Paine: Common Sense, Patriot and Loyalist Response, American Revolution, Primary Source...  
<http://americanhistory.si.edu/essays/makingrevolution/rebellious/text7/text7.htm>

British Visions of America, 1775-1820: Republican Realities - Emma Macleod - Google Books  
<https://books.google.co.uk/books?id=1FqjgKJSAJ8pg&pg=PT25&dq=pamphlet+in+american+1...>

Add class comment...

Ms A Casillas-Cross  
Nov 22 (Edited Nov 22)

DUE NOV 30, 2015

Continental Congress

4 DONE 21 NOT DONE

Year 12 Cold War History IB - Internet Explorer

Year 12 Cold War History IB

STREAM STUDENTS ABOUT a.cross@ppg.org.uk

(Monday January 25, 2016 12:17 pm, GMT) Image

(Monday January 25, 2016 12:17 pm, GMT) Image

(Monday January 25, 2016 12:18 pm, GMT) Image

(Monday January 25, 2016 12:18 pm, GMT) Image

(Monday January 25, 2016 12:18 pm, GMT) Image

Ms A Casillas-Cross Jan 25

An impressive set of images to show the key points in the Arms Race Alliance - well done! Can you see and describe what effect this would have on relations and the wider Cold War? 7/10

Add class comment...

Ms A Casillas-Cross Jan 20 (Edited Jan 20) DUE JAN 21

Cuban missile crisis

0 DONE 8 NOT DONE

Link <http://www.cubanmissilecrisis.org/background/timeline/>

Link <http://www.historytoday.com/john-ewill/cuban-missile-crisis>

Link [http://www.bbc.com/news/world-us-canada-15011901](#)

Year 12 Cold War History IB - Internet Explorer

Year 12 Cold War History IB

STREAM STUDENTS ABOUT a.cross@ppg.org.uk

BBC History File: Cuban Missile Crisis YouTube video: 23 minutes

Add class comment...

Ms A Casillas-Cross Jan 20 (Edited Jan 20) DUE JAN 21

Uprisings in Eastern Europe

0 DONE 8 NOT DONE

Link <http://continentaljournalism.columbx.edu/956-uprisings-in-the-east/>

Link [http://www.videofast.com/cold\\_war/journalism/956a3.htm](http://www.videofast.com/cold_war/journalism/956a3.htm)

Link <https://fbcom.org/hungary-56>

Add class comment...

Ms A Casillas-Cross Nov 21 DUE DEC 2, 2015

Korean War documentary

1 DONE 7 NOT DONE

Korean War- Color Documentary Film 1950-1953 YouTube video: 1 hour 25 minutes

Year 12 IB History - Internet Explorer

Year 12 IB History

STREAM STUDENTS ABOUT

STREAM

Show deleted items

CLASS CODE

Students can join the class with this code:

qctee

Chiang and the Nationalist Party (GMD/KMT)

2 DONE 5 NOT DONE

Add class comment...

Ms A Casillas-Cross Jan 20 DUE JAN 21

Essay Log- please complete with the question, mark received and comment and a target/ focus for next time

0 DONE 7 NOT DONE

IB Essay Log.docx Word

Add class comment...

Ms A Casillas-Cross Jan 19 DUE JAN 20

Warlord china

0 DONE 7 NOT DONE

The Warlord Era  
<http://alphahistory.com/chinese-revolution/warlord-era/>

The Warlord Era  
<http://internationalistrevolutionhistory.blogspot.co.uk/2013/05/warlord-era.html>

Year 12 IB History - Internet Explorer

Year 12 IB History

STREAM STUDENTS ABOUT

propaganda and education stalin presentation .pptx PowerPoint

Add class comment...

Ms A Casillas-Cross Oct 12 (Edited Nov 2) DUE OCT 14, 2015

Stalin's policies

Add any links you want to show in your presentation on nov 10th

0 DONE 7 NOT DONE

Education and Social mobility stalin .pptx PowerPoint

Art, Culture and Religion .pptx PowerPoint

women .pptx PowerPoint

stalin's terrorpapi .ppt PowerPoint

Stalin's economic policy .ppt PowerPoint

Add class comment...

Ms A Casillas-Cross Sep 14 (Edited Nov 2)

1.3 Teaching and Resources (Including TAs, classroom environment and ICT) How effectively are available resources deployed for the teaching of history? *Teacher One (currently training for his QTS) explains how iPads have enhanced his teaching and learning strategies.*

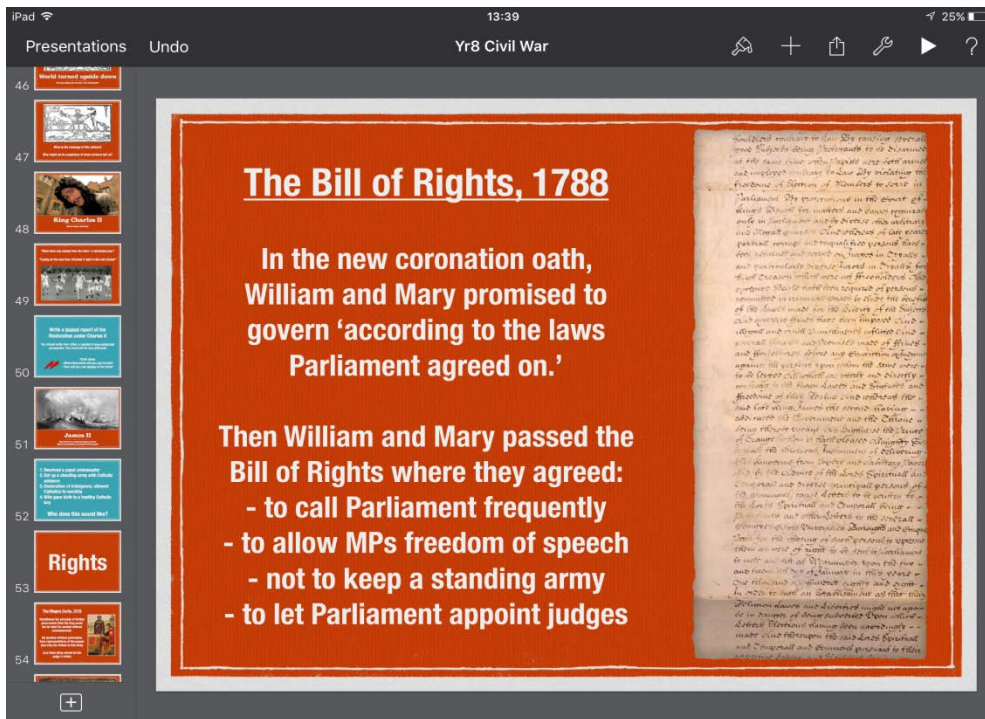
## Using the iPad

The iPad has really helped me to improve my teaching.

The use of Keynote and Airplay apps have allowed me to move my teaching away from the front of the classroom. I can now roam the space, when delivering presentations or explaining activities, making sure all students are on task. I can even hand my iPad over to individual pupils and they can take control. Finally, it also allows me to quickly navigate all my documents and quickly refer to any part of the course,

I have also found the app Explain Everything very useful. It has allowed me to take information from a range of sources and collate it in one lesson friendly document instantly. During class, I can then maximise and minimise the individual pictures as I need them. I take my iPad around school with me, so I can snap inspiration for my lessons anywhere and everywhere.

Finally, using Google Docs with a class is really enhanced with an iPad. I can create a collaborative document and share it with the class very easy. I can even then add to it myself whilst still circulating the room. This means that I can make quick corrections during the lesson and, perhaps most usefully, take pictures of good work and add them to collaborative documents or virtual classrooms for students to consult.



**Europe bans The Real Fidel Castro by Laurence Colman, published by Yale University Press, USA, 2005, p. 140.**

Castro was seen by many as a Christ-like figure, the pure one ascending from the wilderness to clean against the dirt and corruption of the city. True the right and wrong they could then judge themselves by demonstrating their support for the Revolution. Castro was a Marxist and on either he knew how to reject the religious feelings of others. He encouraged the legend that the revolution had started with Father men, the temptation to create a powerful with Christ's apostles was too great to be resisted.

**Source:** *From South-Center Order and Revolution* by Jorge Domínguez, published by Bellingham Press, USA, 1978, pp. 200-61.

In contemporary Cuba, all levels of the mass organizations, the subcommittee units of the party, and all elections lack importance as expressions of political autonomy and are subject to internally imposed pressures on the selection of leaders, election procedures and policy-making. The fact of dependency remains constant.

The revolution and its leaders represent the Centralists, the center, the administration, the party, the mass organizations, the elections – and not the masses. Elections are administered so as to be representative politically in order to facilitate the materialization of Fidel Castro's charisma by bringing forth as candidates people who are and are not worthy but in some way

**SOURCE H**

Excerpt from *The Age of Extremes* by Eric Hobsbawm, published by Michael Joseph, UK, 1994, p. 440.

*Fold's form of government by informed menologues before the institutions, was in a way to not even a small country or a revolution for any length of time. Even populism needs organization. The Communist party was the only body on the revolutionary side which could provide him with it. The two needed each other and converged.*

An interesting start has been offered on Castro's attitudes by US historian, Ann Louise Staudt. Building on the ideas of Williamson (see above), she argues in her *Cuba Confidential* (2003) that his distaste for US imperialism, which he regarded as the source of all Latin America's problems, stemmed from the Cuban revolution was really a running battle with the United States. His severity towards his own people, far from being a sign of the development of the Cuban revolution, was a necessary evil to bring the United States. His severity towards his own people, far from being a sign of the development of the Cuban revolution, was a necessary evil to bring the United States. His severity towards his own people, far from being a sign of the development of the Cuban revolution, was a necessary evil to bring the United States.

**SOURCE ]**  
Excerpt from *From Columbus to Castro: The History of the Caribbean 1492-1969* by Eric Williams, published by Andre Deutsch, UK, 1970, p. 486.  
Castro is for revolutionary action. Marxist or not, the Cuban Revolution remains Castro's revolution, and the Communist party has no power in Cuba. For the rest Castro's programme is pure nationalist, comprehensible to and acceptable to any other Caribbean nationalist.

stepped from Cuba or the Pursuit of Freedom by Hugh Thomas, published by Eyre & Spottiswoode, UK, 1971, pp. 1490-91.

## The extent of Castro's control

1.3 Teaching and Resources (including TAs and ICT) How effectively are available resources deployed for the teaching of history? *This Year 7 scheme of work shows a wide variety of resources used and tasks deployed, from traditional textbooks to use of IT and creative design projects. Importantly, it shows a drive for independent investigative learning at an early stage.*

## Year 7 – The Medieval World

### **Unit 1** An introduction to History

**Timescale** 2 lessons

**Enquiry question** `What is History?

#### **Suggested Content**

Concepts of chronology and interpretation, use of evidence

#### **Resources**

Timeline images stored on shared folder

Ppt on Anglo Saxon life – drawing inferences through evidence

#### **Assessment**

N/A

### **Unit 2** The Norman Conquest

**Timescale** 10 -12 lessons

**Enquiry question** How did the Normans establish control over England?

#### **Suggested Content**

The Battle of Hastings

Doomsday Book

Feudal System

Harrying of the North

Motte and Bailey Castles

**Skills** Causation and analysis

#### **Resources**

JAC booklet pp. 7-45, including:

- 1066 – Who should be king? Blind date worksheet

- What exactly happened in 1066? Investigation (open ended task)
- How useful is the Bayeux Tapestry to tell us about why William won Hastings?
- Why did William win Hastings? Factor cards for essay
- 1066 summary quiz
- The feudal system
- Castle Life and design task and info sheets

Galore Park textbook Chapter 1

Video 41

Ppts on shared folder

### **Assessment**

#### **Common Assessment Task – Why did William win the Battle of Hastings?**

Other opportunities for extended writing – Who had the best claim to the throne in 1066?  
Who was better prepared for the Battle of Hastings? Why did William want the Domesday book?

## **Unit 3 Castles**

**Timescale** 4 lessons

**Enquiry question** How and why do castles change in the Medieval period?

### **Suggested Content**

Changes in building materials, structure, weaponry, usage and defence from 1066-1450

**Skills** Change and continuity

### **Resources**

- Castle Life and design task and info sheets
- Textbooks

### **Assessment**

Group presentations or individual projects – emphasis could be on independent learning in light of visit to Tower of London

## **Unit 4 Norman Monarchs**

**Timescale** 4 lessons

**Enquiry question** Who was the most successful Norman Monarch?

**Suggested Content**

William Rufus, Henry I, Stephen and Mathilda

**Skill** Interpretations

**Resources**

Text book chapters 3 and 4 pg 33-36 and 47-48

**Assessment**

Group work and debate over success – verbal feedback

Written conclusion balancing each monarch's contribution.

## **Unit 5 - Thomas Becket**

**Timescale** 4 lessons

**Enquiry question** How much do we know about the death of Thomas Becket?

**Skill** Introduction to source analysis (fact and opinion)

**Suggested Content**

Death of Becket

Interpretations of Becket

**Resources**

Text book

**Assessment**

Creative task demonstrating understanding of fact and opinion

## **Unit 6 – The Crusades**

**Timescale** 8 lessons

**Enquiry question** Why did people go on Crusade?

**Skill** Causation and source analysis (inference and reliability)

### **Suggested Content**

Islam and Christianity

The origins of the Crusades

The early Crusades

The outcome of the Crusades

### **Resources**

JAC booklet pp. 54-65, including:

- The crusades keywords and introduction
- Why did the Crusades take place and what were they like?
- Why did people go on the crusades? Source analysis (Sources on T drive in PowerPoint named 'Crusades sources')
- Why did people risk their lives by going on a crusade? Writing Frame
- Richard I: Hero or Deserter?
- Who benefitted from the Crusades?
- Were the Crusades successful?

Galore Park textbook Chapter Five

Video 46

### **Assessment**

**Common Assessment Task** - 'Religion is the main reason that people went on Crusade.'  
How far do you agree with the statement?

Other opportunities for extended writing: Was Richard I a hero? What can you learn from primary evidence about the events of the Crusades?

## **Unit 7 King John**

**Timescale** 8 lessons

**Enquiry question** Does King John deserve his reputation as a bad king?

**Skill** Source analysis and interpretations

### **Suggested Content**

King John

Magna Carta

The Church

Origins of Parliament

### **Resources**

JAC booklet, pp. 62 & 66-69, including:

- Richard I Hero or deserter?
- Problems facing medieval kings
- King John and the Magna Carta
- Medieval Monarchs and Magna Carta bingo

Galore Park textbook Chapter Five

Magna Carta Video

### **Assessment**

#### **Common Assessment Task – Source Assessment on King John**

Other opportunities for extended writing: Explain why John can be seen as a bad king? A comparison of John and Henry II's arguments with the church.

## **Unit 8 Black Death and the Peasants' Revolt**

**Timescale** 8 lesson

**Enquiry question** How did the Black Death change people's lives?

**Skill** Change and Continuity, causation

## **Suggested Content**

Symptoms, spread, death rate, believed causes, actual causes, impact upon church, impact upon feudal system. Causes, events and impact of the Peasants' Revolts

## **Resources**

JAC booklet, pp.70-76, including:

- Video worksheet 'Schama – King Death'
- The Black Death Symptoms
- Chronicles of the death of Wat Tyler (relating to photocopy available in office file)
- Black Death and Peasant's result summary bingo

Galore Park textbook Chapter Seven

Simon Schama Video

## **Assessment**

Project work – independent learning opportunity

Opportunities for extended writing: Conclusion - How did the Black Death change people's lives? Why was there a Peasants' Revolt? Why did people use such strange treatments for the Black Death?

# **Unit 9 England's relations with her neighbours**

**Timescale** 6 lessons

**Enquiry question** What external challenges did England face in the Medieval period?

**Skill** Revision, knowledge and understanding

## **Suggested Content**

Wales, Scotland, Ireland, France and Hundred Years War

## **Resources**

Text book pages 81-92 and 138

## **Assessment**

Opportunities for extended writing: Which country posed the biggest threat to England in the Medieval period? What tactics were employed to safeguard English borders? How secure was England in 1450?

## **Unit 10** Henry VII (after exams)

**Timescale** 6 lessons

**Enquiry question** How does Henry VII establish Tudor rule?

**Skill** Causation and use of evidence

### **Suggested Content**

Brief summary of Wars of the Roses, Bosworth, Henry's problems, marriage, heirs, rebellions, propaganda

### **Resources**

Text book

### **Assessment**

Opportunities for extended writing: How did Henry solve the problems he faced? What is the biggest problem Henry VII faced after Bosworth? Were the Tudors secure when Henry VII died?

1.4 Perseverance and Resilience: How are pupils supported and encouraged to make judgements and decisions as independent learners? All A Level pupils keep track of their own progress through this feedback resource.

### Alannah Tentiers

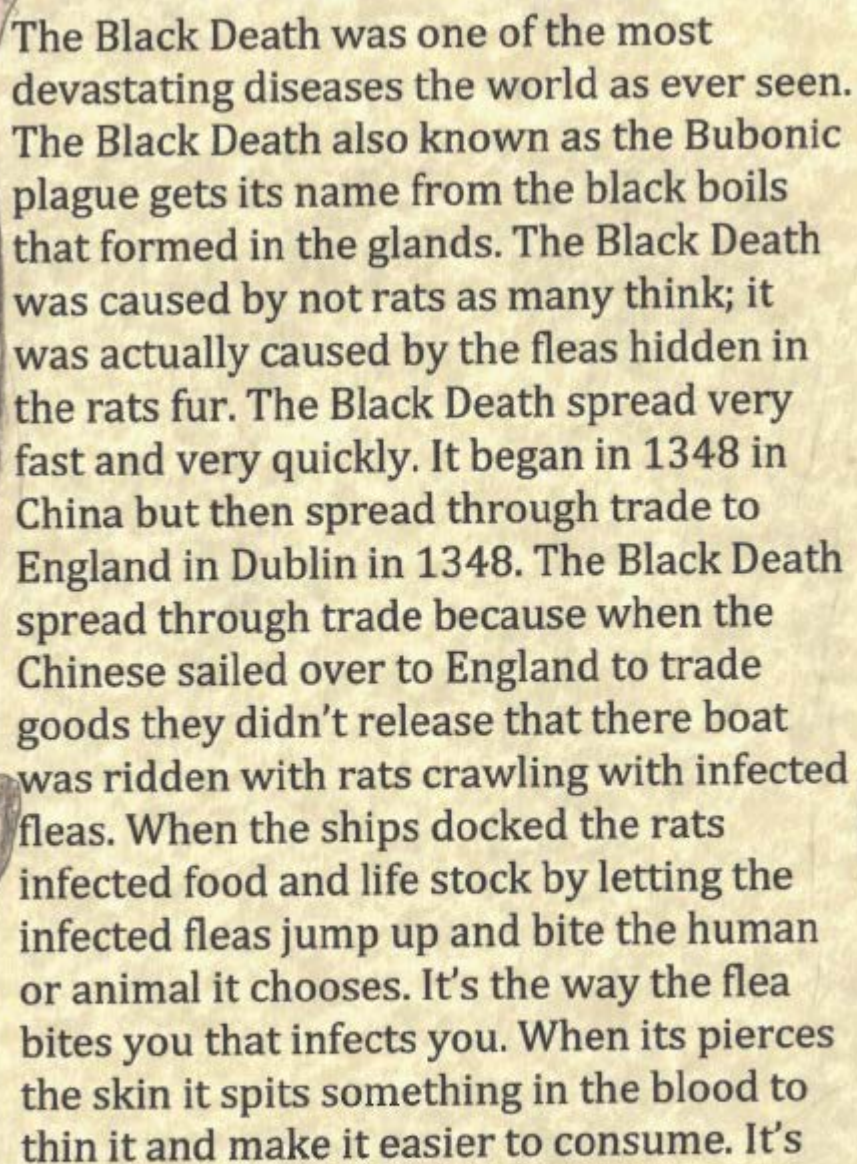
Question set and date	Mark received and why?	Skill to focus on next time?
Which was more responsible for victory in the 7 Years War colonial militia or British troops?	<u>4/10</u> Good specific (source) use of knowledge	Specify + use appropriate structure (PEA + S/P/E) + examples
The 7 Years War weakened relations between GB and the American Colonies" Assess the validity of this view	<u>5/20</u> "	Less narrative + use appropriate structure + specify
Which was more important in worsening relations between GB and the colonies: the Sugar Act or the Stamp Act?	<u>10/10</u> Specific comparison + return to question + no narration	Be more blatant in conclusion
"From '76 + '70 the Am colonies became united in their opposition to Britain." Explain why you agree / disagree with this view.	<u>12/20</u> Extra reading shown + overall understanding	more planning needed to highlight specific point
EXAM QU1 Which had more of an impact on relations between Great Britain + its American colonies: Boston Massacre 1770 or Boston Tea Party 1773?	<u>9/10</u> Consistent comparisons made throughout + justified conclusions	Be more specific in discussing events + effects.
EXAM QU2 "In 1763 the relationship between Great Britain and its North American colonies was strong". Assess the validity of this view	<u>12/20</u> organised into social/political/economic + covered range of points	Accurate dates + more opinion/analysis over narration

<p>"Common sense was essential in persuading Americans to support independence." Assess validity of this view.</p>	<p><u>15/20</u> developed line of reasoning + structure clear + assured argument</p>	<p>factual errors checked + evidence needed in support of</p>

Question set and date	Mark received and why?	Skill to focus on next time?
Which was more responsible for victory in the 7 Years War colonial militia or British troops?	9/10 • Very balanced approach • Key evidence	more decisive on the argument. (at the end of each paragraph)
The 7 Years War weakened relations between GB and the American Colonies" Assess the validity of this view	11/20 • Detailed knowledge + evidence	• Judgement should be more consistent • Importance of each factor • Conclude each paragraph.
Which was more important in worsening relations between GB and the colonies: the Sugar Act or the Stamp Act?	9/10 • Good comparative analysis.	Comparisons to <del>the</del> conclude at end of paragraphs - arguments more substantiated
Between 1776 and 1776 the American colonies became united in their opposition. How far do you agree?	16/20 • Good analysis • factual evidence • clear points and evidence	Develop argument and comparatively assess each point to its importance.
EXAM QU 1	8/10 • Good comparisons and detailed analysis knowledge	Analysis of <del>off</del> argument throughout the answer. Developed and Substantiated Judgement.
EXAM QU 2	13/20 • Key facts and knowledge	Compare points against each other. Selected evidence

Common sense essay	$\frac{18}{20}$ <ul style="list-style-type: none"> <li>• Good analysis</li> <li>• Clear argument</li> <li>• Competitive</li> </ul>	Detailed explanation → so why factors are more important than others.

1.4 Perseverance and Resilience: How are pupils supported and encouraged to make judgements and decisions as independent learners? *Many schemes of work in the History curriculum encourage independent learning, from gathering evidence and research to creating an original, creative piece of work. This is an example of a Year 7 project on the Black Death (select pages)*



The Black Death was one of the most devastating diseases the world as ever seen. The Black Death also known as the Bubonic plague gets its name from the black boils that formed in the glands. The Black Death was caused by not rats as many think; it was actually caused by the fleas hidden in the rats fur. The Black Death spread very fast and very quickly. It began in 1348 in China but then spread through trade to England in Dublin in 1348. The Black Death spread through trade because when the Chinese sailed over to England to trade goods they didn't release that there boat was ridden with rats crawling with infected fleas. When the ships docked the rats infected food and life stock by letting the infected fleas jump up and bite the human or animal it chooses. It's the way the flea bites you that infects you. When its pierces the skin it spits something in the blood to thin it and make it easier to consume. It's what it spits into you that affects you.

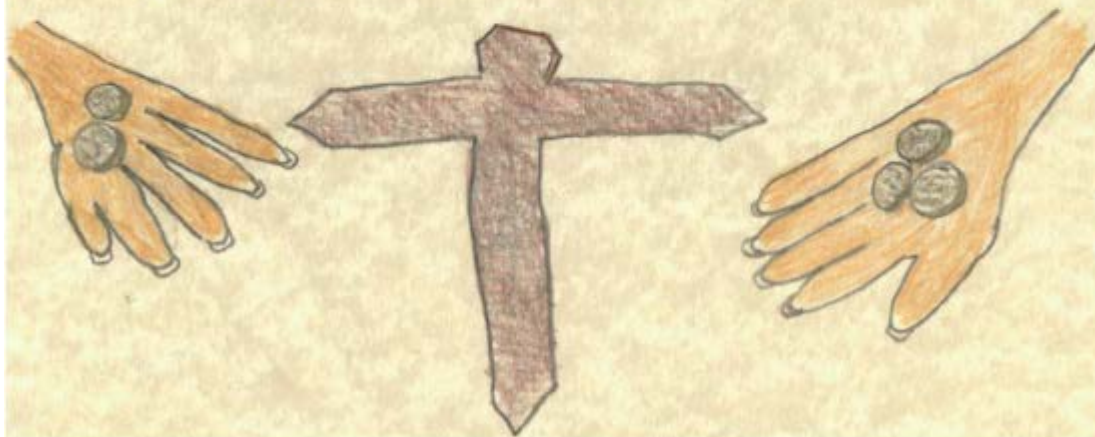


# Who was blamed?

## Church

The church was a place where people go for answers and to admit sins. When the Black Death hit many people thought it was god punishing them for committing sins. Those who had no sins thought there very way of life was wrong. A group people called flagellants went around on a mass parade whipping themselves to tell god they were sorry for whatever they had done.

Also many priests and abbots were struck down by the plague, which made people think that the priests weren't as holy as they said they were. It also made them question if paying taxes was good for your soul or if it was just to make the priests wealthy. The Black Death changed people's perspectives on the church.

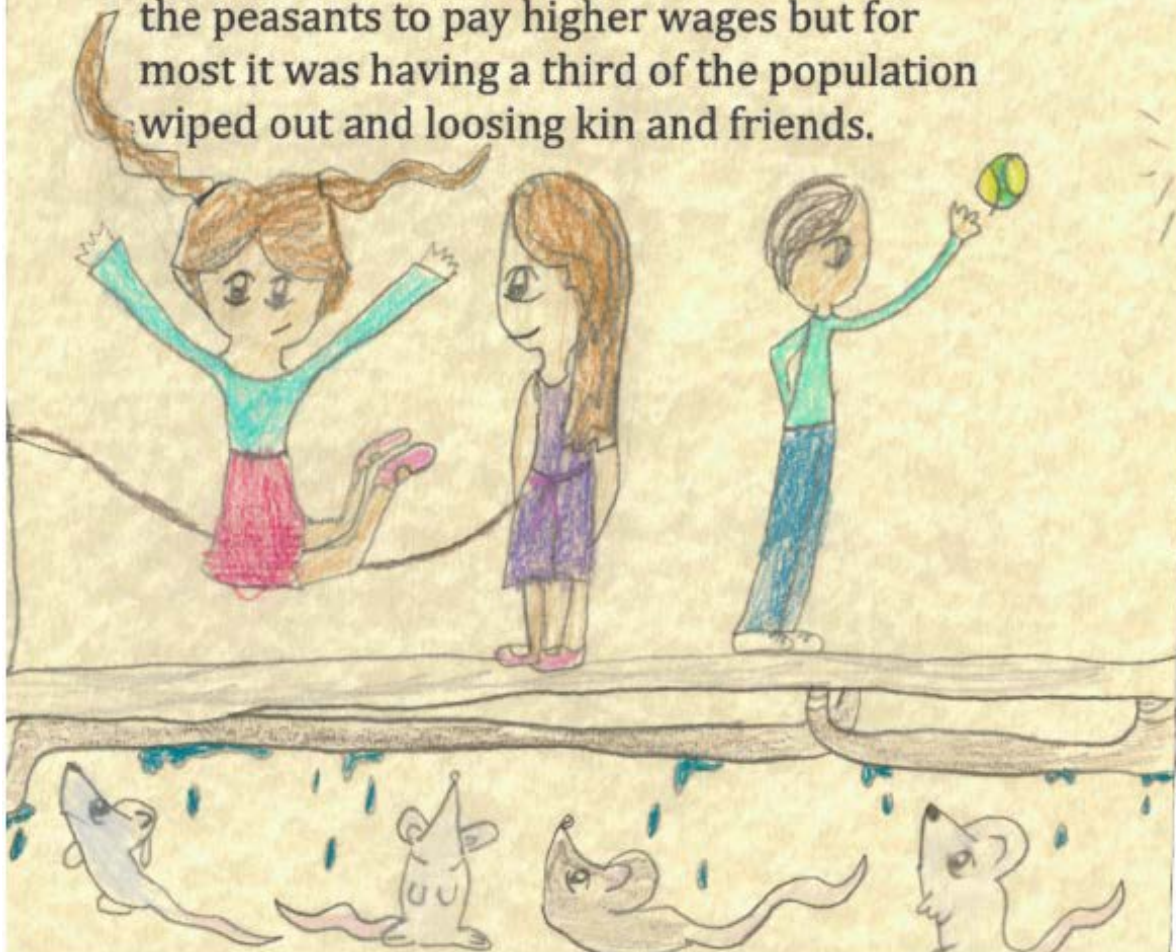


## Jews

England has three main enemies. The French, The Scotts and the Jews. The Jews were hated through out Christianity. All Christians believed that the Jews were out there to rid the world of the Christian religion and were responsible for all the ills of the world. There was already a rumor going round that the Jews were poisoning water in local wells so it was natural to assume that the poisoned water started the Black Death. So the Christians of Europe went on an angry rampage and burnt Jews alive whenever they found them. By 1351 60 major and 150 smaller Jewish communities had been wiped out. Although it never occurred to them to check if Jews were infected with the disease. The Black Death changed the lives of many Jews and Jewish families

## Conclusion

In conclusion. The Black Death changes lives dramatically showing no favorites whether you were young, old, rich, poor, Jew or Christian the Black Death somehow changes lives. For the Jews it was being blamed for causing the Black Death and having your families burnt alive. For the king and his advisors it was being forced by the peasants to pay higher wages but for most it was having a third of the population wiped out and losing kin and friends.





1.4 Perseverance and Resilience: How are pupils supported and encouraged to make judgements and decisions as independent learners? *This Year 9 lesson is imaginative and engaging. In a role-play-style activity, students create an individual piece of work, which is then passed to other students, generating peer feedback. Students evaluate each other's' work and the issues in hand. Strategies are employed for those students who struggle with dyslexia, whilst stretching those more able students.*

Group 9		Date
Lesson Aim What were the problems in the factory system?		
Introduction/ warm up	Your name as you enter is the area you re going to read bout whilst I take a register (starting p14) work conditions/coal mining/ children/poverty/housing/health/ poor reform/cholera	
Reminders		
Main Task		
<ol style="list-style-type: none"> <li>1. Give each student a topic as they enter and this will fit with the info from page 14 onwards. Read the area you are from the Industrial booklets</li> <li>2. Demonstrate a petition and how this is laid out.</li> <li>3. On you piece of paper create petition noting at the top the issue you wish to get signatures for to put to the factory owners. Be sure to make your complaints clear.</li> <li>4. Copy diagram on the board</li> <li>5. Send you petition to the left and students to read and sign the petition if they think the petition is presented clearly and the complaint is justified. As you sign the petition write under the headings what you have signed up to protest</li> <li>6. Which do you see as the biggest problem you have protested against?</li> <li>7. Look at Robert Owen's speech bubbles and as a critic of the time explain how Owen solved some of the problems explained in your spider diagram.</li> <li>8. Name the inventor game but hand in your booklets and slave source work</li> </ol>		
LESSON 2		
<ol style="list-style-type: none"> <li>1. Give out pictures. Ask students what they know about Isambard Kingdom Brunel?</li> <li>2. Show 4 mins summary of Brunel</li> <li>3. What is your picture of? (look at back of industrial booklets)</li> <li>4. Feedback</li> <li>5. Show beginning of Clarkson documentary</li> <li>6. Explain project and set homework</li> </ol>		
Task for dyslexic students		
<ol style="list-style-type: none"> <li>1. Read just green box p15</li> <li>3. You should have received Mining as your topic (page 15) Chose 2 of these and copy these onto your petition page.</li> <li>4. Use the diagram below add to it and stick into books</li> <li>6. Put a star by the biggest problem and try and write one sentence to explain this below (or bullet point reasons)</li> <li>7. Use photocopied sheet to write the problem he solved under the speech bubble on the sheet and stick in</li> </ol>		
End of lesson		
Name the inventor and collect in slavery sources		

Extra Work for able students

Can you think of any reforms of your problems and what the reservations for reform are in making these reforms.

If you were to sign only 1 petition which petition would it be?

**Homework**

Find out about Brunel and organise yourself into a group no bigger than 3 no smaller than 2

Date due

Evaluation of lesson:

1.5 Understanding among pupils of purpose of study: How well do pupils understand the purpose of studying history? How do you know? *In order to increase understanding of the value and purpose of history, the History department runs extra-curricular clubs. The Historiography group is intended to extend awareness of the study of History for A Level students, while the History Film Club is aimed at Year 7 and 8s and shows how studying history contributes to an understanding of daily life (in this case, entertainment).*

# Historiography Sessions

takes place

**Tuesday and Thursday lunchtimes**

(take your pick!)

**1.15 in M6**

**...explore the history behind the history...**

**...delve deeper into your topics...**

**...prepare for university...**

## HISTORY FILM CLUB!

BRING YOUR OWN LUNCH.

WE'LL PROVIDE THE POPCORN!

FRIDAYS 1.15 - N6



1.5 Understanding among pupils of purpose of study: How well do pupils understand the purpose of studying history? How do you know? *This Year 7 lesson engages students with the reasons as to why the study of History is so important.*

Group 7		Date
<b>Lesson Aim</b> What is expected of me? Why and How do we study sources of evidence in History		
Introduction/ warm up	Find the only rule of the classroom and hands up when found	2 mins
Reminders		
Main Task		
1. What is the rule and how do we apply it? Respect for:		3
Each other		
The equipment		
Work set		
The environment		5
Yourself		
Time		
2. Check diaries for lessons and homework days		
First offence note in register, Second ask to see me during a break to explain Third offence break detention and note in the diary to tutor and parents		
3. Reading snake of marking policy- highlight any words you don't understand and underline important words to you- stick these in. Feedback as a class of highlighted words		
4. Set first homework to bring in something which shows your History and complete page 3 of pupil booklet		3
5. Register for pronunciation and book numbers- Why do we study History? <a href="https://www.youtube.com/watch?v=jwHwtvVFLzc">https://www.youtube.com/watch?v=jwHwtvVFLzc</a>		
6. What do the following words mean to you? History, timeline, BC Anno Domini (Latin for The Year Of Our Lord - used in the Gregorian Calendar to refer to the current era) century		10
7. P63 timeline- what is this? What is the order we use to put them in date order? Introduce key words and put onto the wall. Show time periods can you put these into chronological order?		5
8. P63 timeline events are in chronological order roman times and Medieval period P64 read source 1 Leave first page Copy chart : Source number/ what information does this give/ positive negative What do you think sources 1-5 sow us about the middle ages		10
9. Hand in something that shows your history to the box and copy the chart: Evidence description/ what does it tell you about this person?/ value/ limitation		
10. Hand out evidence ask pupils to complete chart in 3 mins then pass to right		
11. Complete task for 5 swaps		
12. Explain how these are primary sources- copy definition into glossary		
13. Pupils chose one piece of evidence and write a description of what they saw and what they think it tells them about that person and the time		
14. This is still evidence but how is it different to the primary source? Discuss		
15. Define secondary evidence and copy into glossary		
16. Which do you see as the most valuable source and why? Which was the most difficult source and why?		
Task for less able students Pupils work through sources at their pace and code the dates on the handout		
End of lesson What do these sources tell you about the middle ages? (TRY AND THINK OF A WORD)		
Extra Work for able students Which of the sources is the most useful source that tells you the most and why?		
<b>Homework</b> Page 3 pupil booklet and bring in an item from your history		
Date due		
Evaluation of lesson:		

1.6 Marking and Feedback: How does marking and feedback enable pupils to make progress? In this Year 7 project, pupils created an information pack on the Black Death and then evaluated each other's work using a peer-assessment form. This was followed by a self-assessment. [This example marks the piece of work used for evidence in 1.4 'Perseverance and Resilience']

## Project - How far did the Black Death change peoples' lives?

### Peer assessment

marked  
Self

Aspect of project	Comment (Explain what was done well and what should be done to improve. Be specific)	Marks available	Mark given
Overall presentation – is it neat, organised, using sub headings? Does it contain images, maps etc? Is it exciting to look at?	Amazing presentation with lots of pictures + tea stained paper.	3	3
Effect on individuals – does it give details on symptoms and statistics on death rates	you did give a few details on the symptoms, but and you mentioned about it affecting different religions, but not different classes (eg. nobles, peasants)	3	2
Effect on the church – does it explain what people thought caused the black death and how this challenged their beliefs in God? Does it give specific examples? Are the ideas clearly explained or just identified?	You gave a lot of detail in this section.	2	2
Effect on power – does it explain the importance of the Black Death, does it use specific terms like the Feudal System, does it explain the impact of the peasant's revolt or just describe it?	You did mention the peasants revolt but not in much detail, however you did well on the effect on power	2	<del>1</del> <del>1</del> 2
Conclusion – Does it just summarise all the earlier ideas? Does it talk about long and short term impacts? Does it explain why one change is more important than another? Does it give an overall, direct answer to the question (how far...)? Are all the ideas fully explained? Does it include specific detail?  (Give 2 marks for each of those points covered thoroughly and 1 mark for a brief mention)	You <del>men</del> did all the points except short + long term impact and a bit too much on religion compared to other things.	10	7

# Project - How far did the Black Death change peoples' lives?

## Self assessment

Aspect of project	Comment (Explain what was done well and what should be done to improve. Be specific)	Marks available	Mark given
Overall presentation – is it neat, organised, using sub headings? Does it contain images, maps etc? Is it exciting to look at?	I worked hard to add illustrations and a map and I have presented it well	3	3
Effect on individuals – does it give details on symptoms and statistics on death rates	Yes but I think I could of been more specific	3	2
Effect on the church – does it explain what people thought caused the black death and how this challenged their beliefs in God? Does it give specific examples? Are the ideas clearly explained or just identified?	I gave lots of examples like the flagellants and did a well presented paragraph	2	2
Effect on power – does it explain the importance of the Black Death, does it use specific terms like the Feudal System, does it explain the impact of the peasant's revolt or just describe it?	I have mentioned it on <del>values</del> <del>thought</del> raised paragraph and I think I have included it well	2	2
Conclusion – Does it just summarise all the earlier ideas? Does it talk about long and short term impacts? Does it explain why one change is more important than another? Does it give an overall, direct answer to the question (how far...)? Are all the ideas fully explained? Does it include specific detail?  (Give 2 marks for each of those points covered thoroughly and 1 mark for a brief mention)	I think I have explained that the black death changed lives and why but I could have tried to add more detail	10	8

3

2

2

1  
Does the results change anything?

6

A great effort, now consider the long term impacts and what the biggest change was.

Total 17

14/20

1.6 Marking and Feedback: How does marking enable pupils to make progress? *Pupils receive this progress booklet at the start of their GCSE course, allowing them to cover topics they've learnt and revised prior to each exam.*



# GCSE History

## Guide and record booklet

# Welcome to GCSE Modern World!

## Exam board and syllabus

We are studying the **AQA History B** course and within it will cover:

- **Unit One: International Relations – Conflict and Peace (1919-1960)**
- **Unit Two: Depth Studies- Russia (1914-1941) and War in Vietnam (1945- 1975).**

Each unit will be examined and represents **37.5%** of your final grade.

In addition, you will also carry out a **Historical Enquiry on an aspect of WW1 and WW2** chosen by your teacher. This will make up the final **25%** of your final grade.

## The course structure:

**Autumn Term Year 10:** The Treaty of Versailles, the failure of the League of Nations, Hitler's foreign policy and the road to WW2.

**Spring Term Year 10:** Russia from 1914- 1941.

**Summer Term Year 10:** Mock exams and feedback. The origins of the Cold War.

**Autumn Term Year 11:** The Historical Enquiry on an aspect of WW1 and WW2

**Spring Term Year 10:** The War in Vietnam.

**‘Things always seem more difficult until they are done’**

**Nelson Mandela**

# Paper One Checklist

## Treaty of Versailles and League of Nations:

Topic	Date covered in class	Feeling?	Revised?
What were the aims of the Big Three at the Paris Peace Conference 1919?			
Which country and leader was most satisfied and why?			
What was the immediate impact of the peace treaty on Germany? (Loss of land, reparations, hyperinflation, Ruhr Crisis, Dawes Plan)			
Membership of the League- who joined, left, when?			
The organisation and powers of the League			
Successes and failures of the League in the 1920s			
How did the Depression affect the work of the League?			
Why did Japan invade Manchuria and China? How did the League of Nations react? Why was the League unable to do anything? What effects did the League's actions have upon Japan?			
Why did Italy invade Abyssinia? How did the League react? Why did the League not take effective action?			
Why did the League of Nations collapse?			

## Paper Two Checklist

### Authoritarian States 20<sup>th</sup> century: Stalin

Topic	Date covered in class	Feeling?	Revised?
Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system			
Methods used to establish authoritarian control: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda			
Consolidation and maintenance of power: use of legal methods; force; charismatic leadership; dissemination of propaganda			
Nature, extent and treatment of opposition			
The impact of the success/failure of foreign policy on maintenance of power			
Aims and impact of domestic policy: economic; political			
Impact of policies on culture and the arts; society, women and minorities			
Authoritarian control and the extent to which it was achieved			

You will be assessed in the following key concepts. Write an exam style question for each:

Change

Perspectives

Significance

Consequence

Causation

Continuity

## Paper Three Checklist

### 8: United States' Civil War: Causes course and effects (1840-1877)

Topic	Date covered in class	Feeling?	Revised?
Economic differences between the North and South: slavery; cotton economy and slavery; conditions of enslavements; adaptation and resistance			
Abolitionists debate- ideological, legal, religious, economic arguments for and against slavery, and their impact			
Reasons for, and effects of, westward expansion and the sectional debates; the crises of the 1850s; compromise of 1850; political developments			
Presidential election of 1860; secession			
The origins of the Civil War: the Nullification Crisis; states' rights; sectionalism; slavery; political issues			
Union versus Confederate: strengths and weaknesses; economic resources; role and significance of leaders during the Civil War; role of Lincoln; significant military battles			
Factors affecting the outcome of the Civil War; the role of foreign relations			
Factors affecting the outcome of the Civil War; the Emancipation Proclamation and participation of African Americans in the Civil War			
Reconstruction: presidential and congressional plans; methods of southern resistance; economic, social and political successes and failures			
African Americans and the New South; legal issues, the black codes, Jim Crow laws			

Source question	
Essay question	
Knowledge test	
Mock exam paper	
Total	
%	
Grade	

## Student Record Sheet

Source question	
Essay question	
Knowledge test	
Mock exam paper	
Total	
%	
Grade	

Source question	
Essay question	
Knowledge test	
Mock exam paper	
Total	
%	
Grade	

Source question	
Essay question	
Knowledge test	
Mock exam paper	
Total	
%	
Grade	

Source question	
Essay question	
Knowledge test	
Mock exam paper	
Total	
%	
Grade	

Source question	
Essay question	
Knowledge test	
Mock exam paper	
Total	
%	
Grade	

Source question	
Essay question	
Knowledge test	
Mock exam paper	
Total	
%	
Grade	

Source question	
Essay question	
Knowledge test	
Mock exam paper	
Total	
%	
Grade	

Source question	
Essay question	
Knowledge test	
Mock exam paper	
Total	
%	
Grade	

Source question	
Essay question	
Knowledge test	
Mock exam paper	
Total	
%	
Grade	

Source question	
Essay question	
Knowledge test	
Mock exam paper	
Total	
%	
Grade	

1.6 Marking and Feedback: How does marking and feedback enable pupils to make progress?  
*Teachers are encouraged to make use of a stamp, which gives guidance on the quality of their work, how to improve and the opportunity for self-assessment.*

## Thomas Becket a Trouble Maker or a Saint?

Thomas Becket was born in around 1120, in Cheapside, London the son of a prosperous London merchant. He was well educated and quickly became an agent to Theobald, Archbishop of Canterbury. Becket's talents were noticed by Henry II, who made him his chancellor. When Theobald died in 1161, Henry made Becket archbishop; so that he could have more control over the church. But was it the right decision? Becket's murder resulted in his canonisation (This means, when a person who has died, is made a saint). Some think Becket a saint for his holy work protecting the church from Henry; but some think him a trouble maker.

Great start.

### Why he was a trouble maker.

Becket is a trouble maker because he was rebelling from the king when he was asked to let Henry II have full control over the church. In 1164 Henry II introduced the constitutions of Clarendon, a code of sixteen rules designed to increase the King's influence over the Bishops and the church court. Becket refused to sign the constitutions of Clarendon, saying that it would mean that clerics were punished twice for the same crime.

Henry summoned Becket to appear before a great council at Northampton castle on October 8th, 1164 to answer allegations of contempt of royal authority. He was found guilty of treason so he fled to France for six years to escape. Henry pursued the fugitive Archbishop, his friends and supporters but the King of France offered Becket protection. In 1170 the Pope threatened to excommunicate Henry, so he let Becket back into England.

In June 1170 the Arch Bishop of York, the Bishop of London and the Bishop of Salisbury crowned Henry the young king at York. These three had helped Henry II while Becket was away in France for six years. This upset Becket, as a result he excommunicated all three. Becket continued to excommunicate his opponents in the church. Upon hearing about Becket's actions, Henry is thought to have muttered something along the lines of, 'Who will rid me of this troublesome priest?' Four knights heard this, and took it to mean the King wanted Becket killed. They rode to Canterbury, and murdered Becket at the altar of the Cathedral on 29 December 1170.

### Why he was a saint;

As Chancellor, Becket collected money from all landowners, including churches and bishoprics. Henry II and Becket were good friends. King Henry even sent his son Henry to live in Becket's household, it being the custom then for noble children to be fostered out to other noble houses. The younger Henry was reported to have said Becket showed him more fatherly love in a day than his father did for his entire life.

Good research

There are several accounts of what happened when Becket was murdered. Gerald of Wales wrote about it. This is part of the account from Edward Grim, who was himself wounded in the attack.

...The wicked knight leapt suddenly upon him, cutting off the top of the crown which the unction of sacred chrism had dedicated to God. Next he received a second blow on the head, but still he stood firm and immovable. At the third blow he fell on his knees and elbows, offering himself a living sacrifice, and saying in a low voice, 'For the name of Jesus and the protection of the Church, I am ready to embrace death.' But the third knight inflicted a terrible wound as he lay prostrate...

How does it show Becket as a saint in your own opinion?

The pope excommunicated the Knights who killed Becket. To earn forgiveness they had to go on a crusade for 16 years. In 1174, to show he was sorry, Henry II walked barefoot to the cathedral and allowed the monks to whip him. Henry had given up on the constitution of Clarendon, failing to reduce the power of the church.

How can you prove his sainthood?

Because a crusade is religious.

### Conclusion:

I think Thomas Becket is a saint because he was caring for others and put the church first. He lived amongst the monks and gave all that he had to others; he protected the church from King Henry II. Thomas Becket was a very religious man because as he was dying he prayed to god, knowing that he would die and sacrificed himself so the knights would not harm the monks as they had done nothing wrong.



Carys Pearson 7W ☺

## Portsmouth Grammar School History Department

Skill focus: sources analysis creative Knowledge/comprehension

Mark 10/10

Why you have been given this mark

Good knowledge on who Becket was + what he believed in.  
~~Excellent extra research~~

Area(s) to work on next time

For every point / fact you state try + explain how this makes him a saint / martyr.

Pupil explanation/comment on this task

I will work on reasons that make him a trouble maker or a saint.