

HISTORY

Staff

Mr G W Hannah (Head of Department) V, 5L, 5C, 5H, UR, RE, U3, 3W, 3H

Mrs A Badham-Thornhill 2H, 2P, 2B, 1C, 1P, Mynors

Mr R F Badham-Thornhill RL

Mrs M L Stoop RB, 3S, 1S

Weekly Lessons

5th Years 3

Removes 3

3rd Years 3

2nd Years 2

1st Years 2

Mynors 2

(Preps 1 from 3rd Year)

History is taught at Summer Fields for the prime purpose of giving the boys the maximum overview of the subject and providing them with a clear, general map of the past. This should enable later specialisation at Public School. The course is broadly chronological.

THE MYNORS:

Michaelmas Term:

What is history?

- How do we find out about history?
- Examining the evidence.

Summer Fields:

- How has it changed?
- Looking at photographic evidence.
- Oral history: an interview with Mr Aldridge.
- Victorian Education.

Visit to Cogges Farm Museum

Rural Life in the 19th Century:

- How did people farm?

Lent Term:

The Egyptians

How do we know about the Egyptians?

The People of Egypt

Beliefs

Mummies and Tombs.

The Pyramids.

Summer Term

The Greeks

FIRST FORMS:

MICHAELMAS TERM

- 1. Stone Age**
- 2. People begin using iron**
- 3. Why invade?**

LENT TERM.

- 1. Why invade (continued)**
- 2. The Roman invasions**
- 3. Roman army**
- 4. Rebellion of Boudicca**
- 5. Roman roads**

SUMMER TERM.

- 1. Hadrians wall**
- 2. Roman towns**
- 3. Shopping**
- 4. Life at home**
- 5. Life at school**
- 6. A slave's life**
- 7. Entertainment**
- 8. Religion**
- 9. The Romans leave Britain**

SECOND FORMS:

A brief overview of *Invaders and Settlers* to move from the end of the Roman era to the coming of the Normans. This comprises:

- Angles, Saxons, Danes, Alfred, Vikings
- Missionaries and Christianity
- Anglo-Saxon England - Towns - Villages
- Life to 1066

Medieval Realms: Aspects of British History 1066 - c1485

- Dates of Monarchs
- Chronological framework of events

Major themes and events chosen from:

Norman Conquest and its impact:

William II:

Henry I

Stephen

Henry II

Richard I

John

Social History

- The Medieval Village

- Towns - markets - fairs
- Castles - Knights - War
- The Medieval Church; Cathedrals - Popes - Bishops - Parsons
- The Medieval Monastery
- Black Death
- Peasants' Revolt 1381
- Hundred Years' War; Sluys; Crécy; Siege of Calais; Poitiers; Black Prince; Henry V & Agincourt; Joan of Arc and the Relief of Orléans

THIRD FORMS:

Aspects of British History 1485 – c1603

Michaelmas Term

- Divisions of History – Ancient, Medieval. Modern

Principles of writing essays – hints on planning, content and structure

- Wars of Roses
- Tudor Family Tree
- Henry VII
- Henry VIII – Background and early life

Lent Term

- Renaissance (Upper Third only)
- Edward VI – Domestic Policy. The Extension of the English Reformation
- Mary I

Summer Term

- Elizabeth I
- Elizabeth I and the Spanish Armada
- Life in the Elizabethan Town
- Life in the Elizabethan Countryside
- Music, drama, art, architecture in the reign of Elizabeth

REMOVES:

Aspects of British History c1603 – c1688

Michaelmas Term

- James I
- Religion and the Story of the Gunpowder Plot
- Charles I 1625 - 1629

Lent Term

- The Breakdown 1640 – 1642; the road to war
- The Civil War 1642 - 1646
- The Civil War; Conclusion to 1649
- Oliver Cromwell 1649 – 1658

Summer Term

- Charles II
- The Great Plague of 1665
- The Great Fire of London - 1666
- James II

FIFTH FORMS: COMMON ENTRANCE BOYS

Michaelmas Term

- Kings and Queens 1688 to the Present
- Marlborough and The Spanish Succession War
- The 18th- Century Political System in comparison to the present
- Walpole and 18th - Century Politics
- The Career and achievements of Walpole
- Preparation for the Common Entrance Evidence question. This takes place throughout the term, building upon the foundations and skills developed in previous years, particularly since the Third Form. Work is focused on the specific topic for a particular Common Entrance year, but a wide range of source material is introduced to foster the requisite skills for the constructive analysis of historical evidence. Such skills in particular may be defined as: **Comprehension; Deduction; Comparison** of material; **Interpretation** of material together with an **assessment of reliability** of the evidence and of its **usefulness** to historians.
- Mini-Mock Common Entrance Examination
- Mini-Mock Common Entrance debrief – ‘What can we learn from our performance’?

Lent Term

- The Jacobite Rebellions: 1715 and 1745
- Revision of a chosen number of topics from the period after 1485
- Further practice for the Evidence Question

- Advice on and development of, examination technique
- The introduction of timed essays
- Mock Common Entrance Examination
- Mock Common Entrance debrief – ‘What can we learn from our performance’?

Summer Term

- Further revision of selected topics from within the course
- Timed revision essays
- Further practice of Evidence Questions
- Individual ‘Academic Surgeries’ focusing on the specific weaknesses of particular boys. Also focusing on good points, with the aim of strengthening strengths.
- The Common Entrance Examination
- A post-Common Entrance course on some aspect of Modern World History, usually an overview of World War II. To a certain extent what is undertaken is boy-driven.

FIFTH FORM – THE SCHOLARS

Following on from their work in Upper Remove, Fifth Form examine the following aspects of British and Foreign History:

- Crisis and Repression – Lord Liverpool 1815 - 1821
- Parliamentary Reform, 1832, 1867, 1884
- The Chartists
- Robert Peel and The Repeal of the Corn Laws
- The Crimean War
- Gladstone and Liberal Reform 1868 – 1874
- The Unification of Germany 1862 – 1871
- World War I – Causes, Events, Results

- Treaty of Versailles
- Europe 1919 – 1939: The Rise of the Fascist Dictators
- Germany 1919 – 1933
- Mussolini in Italy
- Spanish Civil War
- World War II – Causes, Events, Results
- Politics: An Introduction to: Conservatism; Socialism; Liberalism; Marxism; Fascism
- **Broad Themes:**
 - ◆ War: Why do Wars start / end?
 - ◆ The Notion and Nature of Revolution; political, social, economic, religious, military, cultural
 - ◆ History and Historiography; definitions of nature of; sources of; use of; techniques of; ‘Schools’ of
 - ◆ Current Affairs – this links in with material required for General Papers and is taught in association with the Master in charge of the Scholars
 - ◆ Scholarship questions: issues in; techniques of
 - ◆ The Rise and Fall of the British Empire c1600 – 2003 as an overarching framework for concepts such as: imperialism, slavery, religious beliefs, capitalism and cultural values
 - ◆ An Introduction to a range of historical sources. Introduction to the skills of evidence analysis

Teaching methods include: notes, essays, videos, maps, pictures, using the Internet, *Powerpoint* presentations, using ICT for research and writing, as well as regular visits to sites of historical interest.

Throughout the course, the elements of knowledge, skills and understanding are stressed. Skills of analysis, synthesis, the formation of judgements and opinions, the detection of bias, and the ability to form cogent arguments are emphasised as preparation for later work at senior school.

Full details of the material covered, together with a statement of the aims and methods of teaching, are to be found in the *History Scheme of Work* (Revised edition 2008). Although the syllabus is strongly adapted to the special needs of Summer Fields and to the demands of the examinations of the senior schools we feed, the whole philosophy of the course is rooted firmly in the spirit of the latest national thinking as embodied by the National Curriculum.

Gavin Hannah, FSA
Head of History
Lent Term 2009