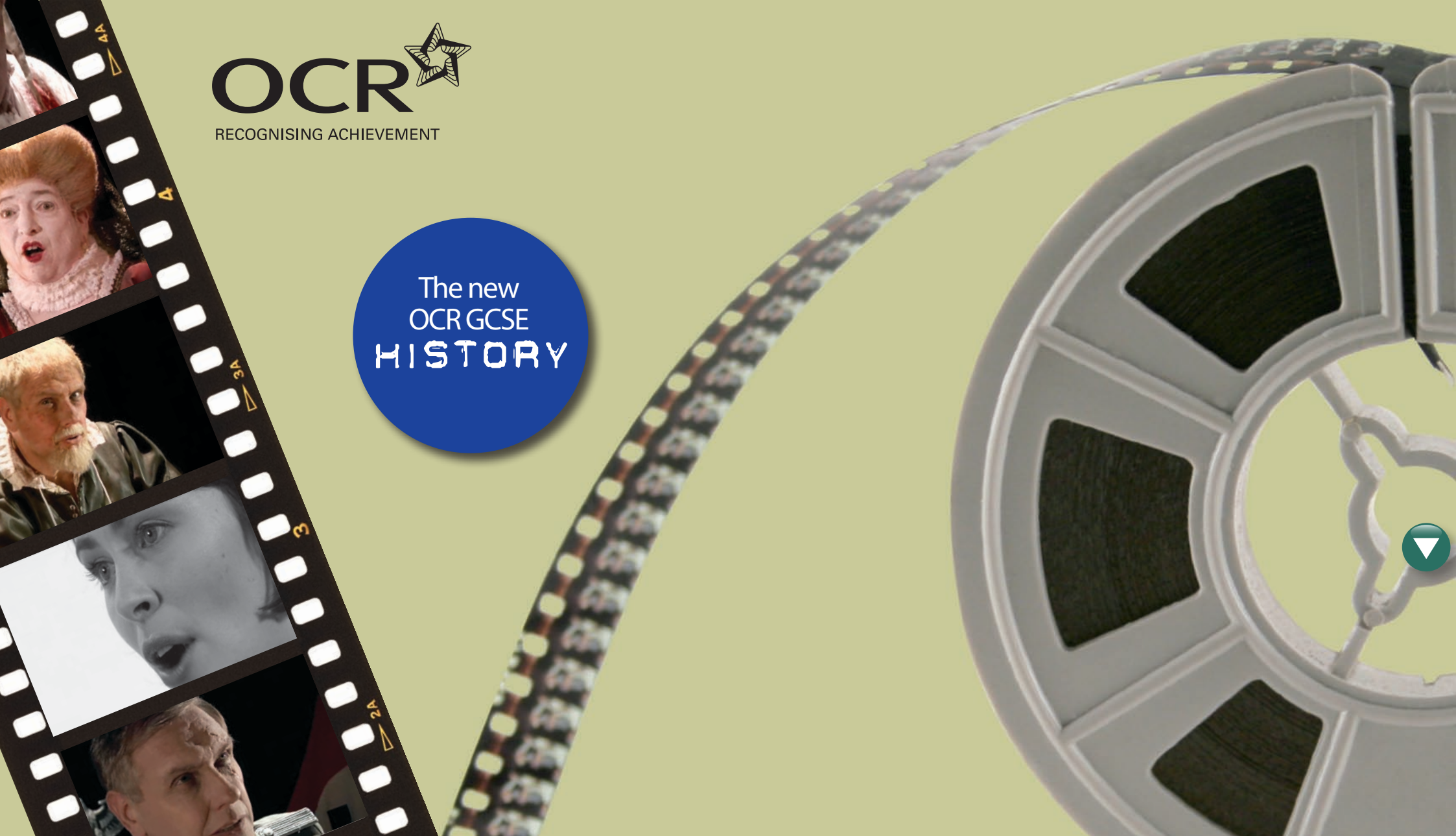


The new
OCR GCSE
HISTORY

Talk History
teacher guidance notes



The Talk History films are a free resource that has been developed by The History Squad in collaboration with OCR. The teacher guidance notes have been written to accompany the films, with the aim of offering teachers some suggestions on how the films could be used in their teaching practice.

Although not directly linked to our qualifications, in light of the upcoming changes to OCR's GCSE History qualification, relevant key questions or focus points from the specification have been highlighted in this document. However, we would encourage you to use the films wherever you feel they are useful and relevant. We would encourage teachers to view the content in advance of using it in a classroom setting to determine its suitability for their classes, especially as some of the content is powerfully portrayed and may not be suitable for some students.



Background

The History Squad has been working in schools, colleges and historic sites for over 15 years, leading dramatic and powerful presentations and workshops. Thoroughly researched, these historically accurate performances inspire and engage learners with commanding narrative and first hand accounts, of what life was like in the selected historical context; what it was like to live through and be directly involved with both key moments in history and everyday.

Schools and colleges throughout England have engaged The History Squad year after year. Learners benefit significantly from the chance to listen to and interact with both the performers and historically accurate props. Teachers have found that learners can use the experience to better understand the importance of context and the complexity of social, political and economic situations.

For more information, please visit www.historysquad.co.uk.

OCR is a leading UK awarding body, committed to providing qualifications that engage learners of all ages at school, college, in work or through part-time learning programmes to achieve their full potential.

OCR's History qualifications fully embrace and offer fresh perspectives on a wide range of updated historical topics, including British and International events, to capture the imagination and interest of both you and your learners. OCR has developed GCSE specifications that offer clear progression to our revised AS/A Level History specifications.

For more information on OCR's history qualifications, please visit www.ocr.org.uk/history.

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Introduction

Students often find that being able to associate events and ideas with a visual prompt helps them to understand and remember the information that they need in their assessments. This can be especially beneficial to visual and audio learners.

The DVD includes five films, with accompanying actor interviews, each of which can be used when studying a variety of the different units assessed within both the Schools' History Project and Modern World History specifications:



| Film | GCSE History A: School History Project | | | GCSE History B: Modern World History | |
|-----------------------------|---|---|---|--------------------------------------|-------------------------------------|
| | A951: Study in depth and development | A952: Historical Source Investigation. | A953: History Around us or Modern World History Controlled assessment unit | A971: Depth Study | A973: Controlled Assessment Unit |
| The Elizabethan Lady | A951/11: Elizabethan England. Development study: Crime and Punishment Through Time. | N/A | N/A | N/A | N/A |
| The Master Gunner | A951/11: Elizabethan England. | N/A | N/A | N/A | N/A |
| The Nazi Nurse | A951/14: Germany 1919-1945. | N/A | N/A | A971/11: Germany 1919-45 | Option 4: A study in depth. |
| The SS Major | A951/14: Germany 1919-1945. | N/A | N/A | A971/11: Germany 1919-45 | Option 4: A study in depth. |



Generic activities

Each film offers students a historical interpretation of the major events of the Period in question, which can be used at the discretion of the teacher in class. The films are therefore useful in providing a summary of events either as an introduction at the start of the unit or as an aid for revision at the end of the unit, prior to the final assessment.

When using these films to introduce a new unit of work, teachers could use the content in order to help students to complete an advanced organiser. This is a technique of introducing a new topic by encouraging students to consider what they already know about it and is part of the Leading in Learning initiative (<http://nationalstrategies.standards.dcsf.gov.uk/node/97990>). Although this focuses on the development of metacognition in key stage three, the skills are also useful when studying GCSE History. By helping students to make a link between what they already know and what they are about to learn, the tool can be useful in simplifying topics and giving students the confidence to take risks and make links between ideas. Topics such as Elizabethan England and Nazi Germany are often taught at key stage three, so using an advanced organiser can help students to make links between what they need to know for their GCSE and what they have already studied.

If using the films in this manner, students could watch the clips whilst making notes about any ideas that they have heard about before. They then develop these notes into a mind map (another strategy from the Leading in Learning initiative) summarising their ideas. As their knowledge develops during the course of the unit, they could revisit their mind map in order to add a greater degree of detail.

Alternatively, students could complete a worksheet while they watch the film, noting down ideas that they have heard of before and also ones that are new to them. In this activity a worksheet comprising of two columns would be useful to help focus students' note taking:

Events and ideas I have studied or heard about before:

Events and ideas I am not familiar with:

A similar worksheet could be used to first identify ideas that will be studied later and then to add detail either throughout the course of the unit or as an activity to aid revision:

Key ideas from the film:

Detail from my own knowledge:

For a different advanced organiser activity, students could be provided with a copy of the script (see appendix A) to accompany the film which they could skim through after viewing the DVD highlighting as they do, anything which strikes them as an important change, event or idea, using a different colour for each idea. To differentiate this task for low ability students the key areas could be identified and students provided with a key, so that they are simply locating examples. For higher attaining students the key could be left blank so that they also have to identify the key ideas for themselves.



Introducing students to strategies such as summarising, advanced organisers and mind maps at an early stage of the course can also aid revision later on. Revision can be a daunting time for students and schools often find that there is simply not enough time to teach students how to revise, focusing instead on what to revise. Using these strategies in everyday lessons can provide a valuable insight into revision techniques that can be used later on especially if such activities are signposted as being 'revision friendly'.

These films can also be used as an aid to revision at the end of the unit or prior to the final assessment; they are useful in helping students to recap specific events or a topic as a whole. When studying single lessons there will always be a danger that students see each key area/lesson as a distinct topic and may fail to make links between the key ideas and events of the period. Using the visual synopsis that these films provide can help students see the 'bigger picture' of the topic(s) that they are studying.

When watching the films, students could be provided with a table to complete, each column focusing on one of the key questions from the specification, for example, when studying Modern World History, Depth Study Germany 1919-45 (A917/11), students could complete the following table:

| <i>The Weimar Republic</i> | <i>How did Hitler consolidate power?</i> | <i>Life in Nazi Germany</i> |
|----------------------------|--|-----------------------------|
| | | |



As they watch the film students would simply make notes regarding what the characters mention about each key question in the relevant column.

Examining a period that they have already studied through the eyes of an individual (all be it a fictional one) can also help students to understand the impact and significance of key changes, events and ideas on different members in society, as well as offering explanation regarding why certain groups of society acted the way that they did. To develop this empathetic understanding a hot seating activity could be used. After watching the film(s), students could be asked to write down three or four questions that they would like to ask that character. One student then takes the role of that character and attempts to use their historical knowledge to answer the questions. In order to support students in this activity, it may be necessary to provide them with examples of the type of questions that could be asked:



| Film: | Suggested questions: | Focus points: |
|-----------------------------|--|---|
| The Elizabethan Lady | <p>Do you like living in London?</p> <p>How do you think beggars should be dealt with?</p> | <p>The development of towns and population growth.</p> <p>Vagabonds.</p> <p>Filth in the streets.</p> <p>The divide between the rich and the poor.</p> <p>The Elizabethan Poor Law.</p> |
| The Master Gunner | <p>What was it like working with Sir Francis Drake?</p> <p>Why did England beat the Spanish Armada?</p> | <p>Key individual: Sir Francis Drake.</p> <p>Battle tactics.</p> <p>Development in naval technology.</p> <p>The Spanish Armada.</p> |
| The Nazi Nurse | <p>Why did you join the Nazi Party?</p> <p>How can you justify killing children?</p> | <p>Compulsory membership for Civil Servants.</p> <p>Cult of the Fuhrer.</p> <p>Economic problems in the 1920s.</p> <p>Eugenics/racial theory.</p> <p>Obedience to the Fuhrer.</p> |
| The SS Major | <p>Why did you join the SS?</p> <p>How does Hitler control Germany?</p> | <p>The Freikorps.</p> <p>The effect of the Treaty of Versailles on Germany.</p> <p>Propaganda.</p> <p>The Hitler Youth.</p> <p>Use of terror to silence opposition.</p> |
| The Surgeon | <p>Did surgical knowledge get better during the Middle Ages?</p> <p>What problems did patients undergoing surgery face during the Middle Ages?</p> | <p>Comparison to Roman surgery.</p> <p>Developments such as the Bradmore Screw.</p> <p>Warfare and the opportunities given to surgeons to observe wounds on the battlefield.</p> <p>Lack of anaesthetics.</p> <p>Infection.</p> |



Alternatively students could work collaboratively in order to develop a scripted dialogue, pretending that their character is appearing on a chat show. This follows a similar format to the hot seating activity, as students have to use empathetic and contextual understanding in order to imagine what the characters' responses would be.

Another approach could be to show just a section of one of the films and then asking students to develop their own monologue for the character, using their own knowledge of the topic. This could work well using the two films about the Elizabethan era or Nazi Germany in collaboration with each other. Students could be shown one of the films from that topic as a model and then students could be given the name and the background of the second character and asked to write their own script. For example, students watch the film about the SS Major and then write their own script for the Nazi nurse using the same themes as discussed by the SS Major.

Using dramatic activities during history lessons can be beneficial to students on a number of levels:

- For visual and kinaesthetic learners being actively involved in explaining key ideas and events can help them remember content more easily;
- The development of empathetic understanding can help students understand the significance of key events and ideas more clearly;
- Developing empathetic understanding can help students develop skills relating to course work, by consider why people might represent ideas in a biased manner.
- Considering the opinions of their character regarding key issues and events can help students make links and see the 'bigger picture';
- Engaging activities such as these can help students enjoy and achieve, as well as providing them with a memorable lesson to aid memorisation;
- Collaborative work and dramatic performances can also help raise students' self-confidence so that they are more willing to take risks in their thinking.

The films can, of course, be used within the scheme of work as opposed to at the beginning or end of it. The following notes offer guidance regarding how to incorporate the films into lessons within specific OCR specifications. OCR is producing free sample schemes of work and lesson plans for the new GCSE qualification, please visit www.ocr.org.uk to obtain these.



The Elizabethan Lady

This film is ideal for providing students with an overview of Elizabethan England, as studied as part of the School History Project specification (A951/11). This film can also be used to illustrate ideas from the Crime and Punishment Through Time specification as it includes discussion regarding the impact of population growth and the development of towns as well as the treatment of vagrants.

The film includes references to the following historical events and ideas:

- Over crowding in London, leading to diseases such as the Plague.
- Demographic trends.
- The increase in international trade.
- The failure of harvests and the collapse of the cloth trade and the effect of these on society.
- Christian Aid.
- Henry VIII, the dissolution of the monasteries and the continuing problems that this caused in Elizabethan England.
- Vagabonds, licences to beg and the Elizabethan poor law.
- The theatre (The Globe).

This film allows students to view the Elizabethan era through the eyes of a wealthy woman. An interesting follow-up activity would be to ask students to consider the same issues discussed in the film through the eyes of a different member of society, such as a working class man. Students could then write their own monologue for this new character, based on the film, or could engage in an extended writing activity such as writing a diary extract from the perspective of this alternative character.

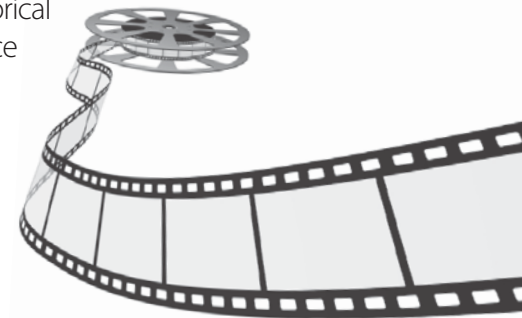


An activity that students could complete as homework after watching the film during a lesson could be to create a holiday brochure for Elizabethan London, explaining what there is to see and do there. The visual nature of this task could be beneficial to lower ability students as they are more likely to understand and remember images than large bodies of text. The creative nature of the task could also help to engage students and stimulate their imagination in order to transport them into the mind of an inhabitant of Elizabethan London.

To link this film to the era, a variety of sources could be examined after watching the film. For example, there are a range of primary sources discussing the problem of vagabonds available at the national archives website www.learningcurve.gov.uk/candp/crime/g04/g04cs1.htm. The focus of these sources is 'crime and punishment' which can help students link ideas within their Depth Study to one of the Studies in Development. Examining and assessing primary sources is a valuable way of bringing history to life as well as practising and consolidating the skills that students need to demonstrate not only in their formal assessments but also in the controlled assessment task.

If completing a controlled assessment task on local history (GCSE History A: SHP), this film can also be useful for students studying Elizabethan buildings, by providing them with an overview of the period so that they can place developments within the site studied into historical context.

The interview which accompanies the film is also interesting in highlighting modern day parallels that students can consider, such as unemployment, homelessness and charity. This can be useful in helping students understand concepts and trends that appear strange and unfamiliar to them. By considering modern-day analogies of the historical content studied, students have a point of reference to help them bridge the gap between what they understand and what is new to them.



The Master Gunner

This film offers students an overview of the military tactics used during the Spanish Armada, as well as an overview of international trade during the Elizabethan era. It is ideally used when studying the School History Project specification (A951/11).



The film includes references to the following historical events and ideas:

- Spanish exploration.
- The New World.
- Sir Francis Drake, his relationship with his crew and reputation in England and amongst the Spanish.
- International trade links.
- Developments in ship design and battle tactics.
- The Spanish Armada.

The focus of this film is the Spanish Armada, however some of the descriptions given are quite technical and detailed. It may, therefore, be necessary for students to have some degree of prior knowledge of the period and events surrounding the Spanish Armada before watching the DVD. This would allow consolidation of knowledge and understanding, rather than overwhelming students with complex terms and ideas during an introduction to the topic. After watching the film, students could create a newspaper report celebrating the English victory over the Spanish Armada. For high attaining students,

this could not only be an opportunity to consolidate their knowledge of the tactics and events of the battle, but also to explore the notion of bias. By creating their own biased account students will become familiar with the types of words and tactics used when trying to persuade people to think in



a certain way. This knowledge can then be used to help students evaluate the reliability of sources. If they have explored bias themselves they are more likely to be able to spot it in historical sources. This activity could also be set as homework, following a lesson in which the film is watched.

The interview which accompanies the film is useful as the actor talks about historical research and the use of eyewitness accounts. This could also form the focus of a discussion regarding the reliability and use of different sources. There are also references to the 'ordinary people' of history. When studying the past it is sometimes claimed that we study only kings, queens, knights and lords. Inevitably the sources that we use from this era are written by the literate elite. This interview can help students bring the lives of ordinary people to life in order to help them fully understand the complex socio-economic nature of this era. However, it may be necessary to remind students that these characters are entirely fictional.



The Nazi Nurse

This film is a monologue performed by 'Greta Schmidt,' a nurse living in Nazi Germany who is involved in the euthanasia programme. It is ideal for students studying Germany as their depth study for either the Schools' History Project (A951/14) or Modern World History (A971/11) specifications. While the film focuses on euthanasia and theories regarding eugenics, it also offers students an insight into why ordinary people were willing to follow the Nazis to such grotesque extremes, by explaining the background of poverty and desperation in Germany following the Treaty of Versailles and the Great Depression.

Please note that this film addresses some potentially distressing issues so bear this in mind when using with your class. You may wish to use the accompanying actor interview to mitigate the effect of the performance. It might also be an idea to have studied the content to some degree prior to watching the film. If students are already familiar with the ideas surrounding eugenics in Nazi Germany they are less likely to be shocked by the content of the film.

The film includes references to the following historical events and ideas:

- Compulsory membership to the Nazi party for civil servants.
- The economic problems faced in Germany during the 1920s.
- The rise of Hitler including rallies, his skills as an orator and the cult of the leader.
- The Euthanasia Programme in Nazi Germany and the perceived 'problem' of the mentally ill being a costly burden on society.
- Mein Kampf.
- Eugenics and race theory.

If using this film as an aid to revision, the film about the SS Major could be used in conjunction to offer students different perspectives and explanations regarding why people followed Hitler.



When using a dramatic interpretation, students may need reminding that the characters are fictional. However, the value of seeing historical events through the eyes of ordinary people is still high. This film could be watched before or after viewing a historical documentary such as aspects the BBC series 'Nazis: A Warning from History', which can be purchased online. This too, documents the rise of the Nazis through the eyes of the ordinary people, through interviews and archive material. Such documentaries can be useful in providing extra depth and visual prompts about the topic. However, at key stage four these documentaries can sometimes be overly-complex, especially for lower ability students. Watching the Nazi Nurse film can help lower ability students pull out the most relevant ideas, using a format which is more accessible to them, which then helps them to access the more complex ideas of academic documentaries without being overwhelmed.

In the interview which accompanies the film the actress discusses how difficult it was to empathise with the character. This is a difficulty that students often have when studying the horrific events that occurred in Nazi Germany and how and why the ordinary people were willing to follow the Nazis rather than standing up to them. This interview can help students begin to understand these ideas and can also be used as a focal point to discuss the 'bigger picture' of how Germany suffered following the Treaty of Versailles, during the depression and how Hitler controlled people using a combination of fear, propaganda, censorship and popular policies.



The SS Major

The central character in this film is a German man who, having fought for his country during the First World War, returns to Germany to find his wife and son dying of starvation. The film describes their death and his subsequent turn to the Nazis to restore Germany following the Treaty of Versailles and the economic problems facing Germany during the 1920s. He then goes on to explain aspects of life in Nazi Germany as well as the role of the SS.

This film is ideal for students studying Germany as their depth study for either the Schools' History Project (A951/14) or Modern World History (A971/11) specifications.

The film includes references to the following historical events and ideas:

- The role of the SS.
- The effects of the First World War and the Treaty of Versailles on Germany.
- The French invasion of the Ruhr in 1923 and how this caused hyperinflation.
- The Munich Putsch and the rise of Hitler and the Nazis.
- Nazi propaganda.
- Nazi efforts to restore the German economy by finding employment in projects such as building Germany's autobahns and rearmament.
- The Hitler Youth.
- Race superiority.
- The Berlin Olympics of 1936.
- Silencing opposition to Nazi rule.
- The Gestapo.
- Concentration Camps.

If using this film as an aid to revision, the film about the Nazi Nurse could be used in conjunction to offer students different perspectives and explanations as to why people followed Hitler.

An activity which could be used to help students understand the 'bigger picture' as well as considering the use and limitations of any historical source, is to ask them to consider 'layers of inference' within the film. In this task students

are asked to consider 'what you can definitely find out from the film', 'what you can infer from the film' and 'what you cannot find out from the film', before being asked to answer an exam style question such as 'How far does this film explain why people supported the Nazis'. Although it should be stressed that students would not be asked about a film in an exam, they could be asked 'how far' a different type of source explains a certain event, situation, opinion or idea. By having broken down a source into these different 'layers' students will have developed a strategy to use in answering such questions and structuring their response. It may also be beneficial to create a worksheet which will provide a visual memory technique:

Things I cannot find out from the source:

What I can infer from the source:

What I can definitely find out from the source:

This type of question is often asked in unit A971 of the Modern World History assessment. By providing students with a mark scheme, this activity can be turned into an assessment for learning activity, in which students complete the worksheet before writing a response to the exam question. They then use the mark scheme to either mark their own or to peer assess, before setting a target to help them develop their exam technique.

The following mark scheme could be given to students to support this activity:

Level 1: General/vague assertions or copies the source.

Level 2: Uses information in the source as proof OR simple explanation (e.g. 'One source alone cannot fully explain...')

Level 3: Identifies or describes reasons not found in the source.

Level 4: Contextual knowledge used to explain the source OR reasons not found in the source.

Level 5: Contextual knowledge used to explain the source AND reasons not found in the source.

Level 6: As level five but with a conclusion about how far the film explains why people supported the Nazis.

The interview which accompanies the film can again be used to help students develop empathetic understanding concerning why people in Nazi Germany were willing to follow Hitler to grotesque extremes. Many students will be familiar with the historical events of the First World War from the perspective of the front line and the soldiers in the trenches. This interview helps students to link ideas that they may not otherwise have time to consider in detail, by understanding why soldiers returning from the First World War were willing to turn to the Nazis to find solutions to the difficulties they faced.



The Surgeon

The focal character in this film is a modern-day surgeon discussing the medical treatment given to Prince Henry after being shot by an arrow in the face during the Battle of Shrewsbury in 1403. This film can be used whilst studying surgery in the Middle Ages as part of the Schools' History Project Medicine Through Time specification (A951). This film can also be used as an aid to help students identify thematic developments, rather than studying chronological developments alone.



The film includes references to the following historical events and ideas:

- Roman surgery, including care of the army and Galen's ideas.
- The Battle of Shrewsbury, 1403.
- Risk of infection caused by lack of basic hygiene and medical understanding.
- Pain caused by lack of anaesthetics.
- Use of natural disinfectants such as honey.
- Care for the ill in monasteries.
- The development of the 'Bradmore Screw' – still used in modern surgery.
- Medical observation and the link to Ancient ideas such as the work of Galen.

This film can also be used in conjunction with OCR's sample scheme of work for Medicine Through Time, within the topic outline for 'Was Medieval surgery more advanced than surgery from the ancient world?'. The film illustrates links between surgery in Ancient Rome and the Middle Ages, by discussing Galen's ideas relating to observation and the restrictions because of dissection being forbidden. The film also helps to illustrate that there was some progress made in surgery during the Middle Ages because of the high frequency of battles, allowing military surgeons to observe wounds. When studying Medicine during the Middle Ages there is a danger that students see this as an era of stagnation or even regression, this film helps prevent the cultivation of this misconception by showing students that new techniques were tried during this period.



In the A951 assessment (School History Project: Study in development), students are often asked to compare two (or more) historical eras and the developments made throughout them. The surgeon film is useful as it directly compares surgery in Ancient Rome and the Middle Ages.

Students could be asked to consider thematic aspects of medical development. This film could be used to consider how war helped the progression of medical knowledge. An example of an exam-style question which could be asked after viewing the film is:

Explain ways in which war has had an impact on the development of medicine. (7)

Alternatively, the content of the film could be used as a focal point to then get students to consider the wider context of medicinal development during the Middle Ages. They could be asked to write a two-sided essay entitled:

**‘Medicine during the Middle Ages stagnated’
Explain how far you agree with this statement. (8)**

In planning their essay students should start by identifying evidence for each side of the argument. To do this they could draw a simple table:

| | |
|---|---|
| <i>Medicine during the Middle Ages stagnated.</i> | <i>Medicine during the middle ages progressed or regressed.</i> |
|---|---|

Students complete the table, using examples from the film, but also drawing on their own knowledge before writing their response.

Disclaimer

Please note that whilst every effort has been made to ensure the accuracy of the content, these films are dramatic interpretations and are provided as a resource for general information purposes only to be used at the direction of teachers and centres. The accompanying notes are provided for guidance purposes only and do not constitute an endorsed teaching method that is required by the Board.

OCR and the History Squad do not endorse the content of the films or teacher guidance notes and neither OCR nor the History Squad shall have any liability whatsoever for any losses, including losses for any misinterpretation, or subsequent impact howsoever caused.

