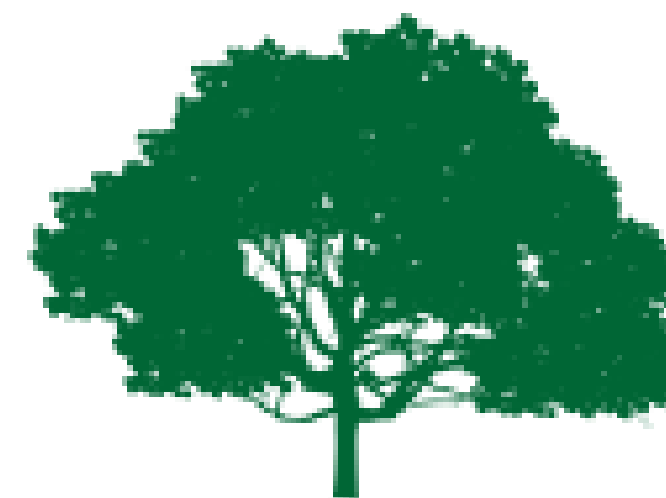


BROUGHTON HIGH SCHOOL  
HISTORY DEPARTMENT

MARKING AND FEEDBACK HANDBOOK.



**BROUGHTON**  

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**HIGH SCHOOL**

# THE RATIONALE OF THE HISTORY EXERCISE BOOK.

A pupil's exercise book **exemplifies their learning** and demonstrates **progress over time**.

**Exercise books may contain the following:**

- knowledge organisers for units of work
- examples of source analysis including annotations
- worksheets
- extended written responses
- notes in the form of mind maps, information pages.

**KS3:**

- Pupils work in A4 books colour coded according to their year group.
- Pupils receive a new book at the start of each academic year in KS3.
- All assessments, classwork and homework (where appropriate) is completed in the same book.
- Any worksheets are to be stuck neatly into books on one full page, not folded.
- All books are to be backed in clear plastic in line with whole school policy.

**KS4:**

- Pupils at GCSE use workbooks in addition to exercise books.
- These will be used throughout Year 10 and 11 and serve as a vital revision tool.

## What can the Benin Bronzes tell us about the Kingdom of Benin?

### 1. The Kingdom of Benin.

- The Kingdom of Benin was founded in c.900AD by the Edo people and known as Igodomigodo.
- The first Oba (ruler) of the kingdom of Benin was Eweka, son of the king of neighbouring Yoruba peoples, in c. 1200
- Ewuare became Oba in c.1440 and began winning land and establishing Benin as a powerful kingdom.
- Benin experienced a 'golden age' in the 15<sup>th</sup> and 16<sup>th</sup> centuries.
- This golden age was achieved through trade with other kingdoms and with Portugal (although significantly, not in slaves).

### 2. Life in Benin.

- Kingdom of Benin was ruled by an Oba, he was assisted by chiefs.
- The people of Benin were very religious, believing in many gods.
- Skilled workers were very highly regarded and formed guilds.
- The wealth, values and beliefs of the Benin people is reflected through diverse artforms including brass sculptures and plaques (the Benin bronzes being the most famous).

### 3. The power of the Oba.

- The Obas ruled with the help of chiefs.
- The Obas lived in lavish palaces, which were extravagantly decorated with bronzes and plaques to illustrate past glories.
- The Oba's mother played an important role in the Kingdom of Benin: she held both real and symbolic power.
- Trade with other African kingdoms and with outside powers such as Portugal helped Benin to establish its power.

### 4. Trade.

- The Portuguese founded a trading post at Gwaton by 1490.
- They began trading Beni Pepper and cloth, in return for bronze manillas.
- The Obas sent ambassadors to Portuguese royal courts
- There was some trading of slaves, but this was banned by the Obas from 1530-1700.
- By the early 1700s the kingdom was in decline and trade in slaves began again.

### 5. British colonisation of Benin.

- Benin was colonised by Britain in 1897. This colonisation was violent.
- Cultural artefacts such as the bronze plaques were taken and later made their way into European museums.
- There has been much discussion about whether these should be returned to Nigeria. Some have been (recently, Church of England and University of Aberdeen).



### Timeline of key events:

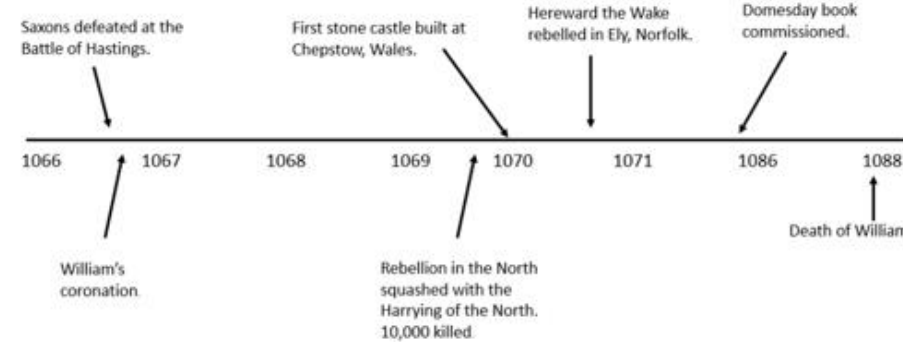
- c. 1200 – Oba Eweka crowned first Oba of Benin
- c. 1280 – Copper casters requested from Ife to help with the development of copper casting in Edo
- c. 1440 – Oba Ewuare enthroned and transforms many aspects of Benin
- c. 1481-1504 – Reign of Oba Ezuola who expands Benin's territories hugely
- 1485 – Portuguese arrive and begin trading with Oba Ezuola
- 1490 – Portuguese trading post at Gwaton founded
- By 1500 there are 3 churches in Benin
- 1507 – Portuguese trading post at Gwaton closed.
- 1510 – Traders from São Tomé begin plying for slaves to Benin
- 1514 – Oba Esigie sends ambassadors to Portugal
- 1516 – Separate slave markets for male and female slaves established by Oba Esigie
- c. 1530 – the trade in slaves banned by Obas
- c. 1550 – Oba Orhogbua expands Benin to the borders of Lagos. Copper casting grows rapidly at this time.
- c. 1570-80 Oba Ehenbuda finds it hard to control the kingdom – the Itsekiri break away.
- 1608 – Succession crisis in Benin and the kingdom's power declines through the 17th century
- 1730 – Benin is trading war captives (slaves) to the Dutch
- 1897 – British seize Benin during the scramble for Africa

Knowledge organisers are used at KS3 to provide pupils with an overview of topics and include a glossary of subject specific key words. They are used as a revision aid in preparation for assessments and knowledge tests as well as a reference point in lessons.

## Knowledge Organiser – Did the Normans bring a “truckload of trouble” to England?

“... There are moments when history is unsubtle; when change arrives in a violent rush, decisive, bloody, traumatic; as a truck-load of trouble, wiping out everything that gives a culture its bearings - custom, language, law, loyalty. 1066 was one of those moments” – Simon Schama, A History of Britain, at the edge of the world? 3500BC - 1603

A timeline of Williams consolidation of power.

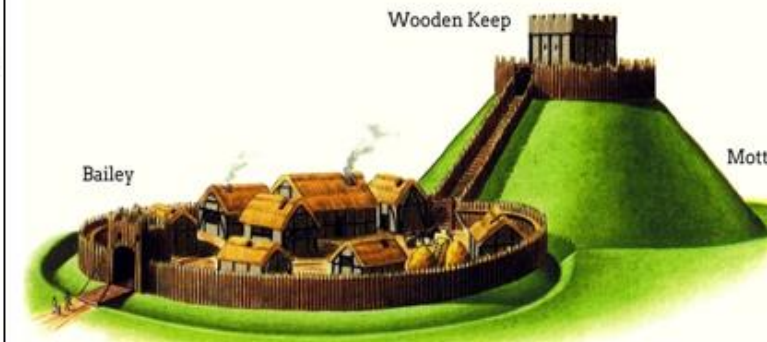


### Key word glossary.

- Archbishop** – a senior church leader (there were two in Norman England)
- Burh** – a Saxon fortified town, or borough, which ruled a local area
- Danelaw** – English territory in the north and east given to the Vikings
- Earl** – a Norman Lord
- Faalty** – to swear an oath of allegiance and loyalty
- Feudal system** – a system where land is rented out in return for soldiers and taxes
- Harrying** – to destroy
- Monarch** – a ruling king or queen
- Monastery** – Catholic religious house where monks or nuns live
- Motte and Bailey** – an early form of Norman castle built of wood
- Peasant** – a poor person who lived and worked in the countryside
- Sovereign** – another word for monarch
- Villein** – another word for peasant
- Wessex** – a powerful English kingdom
- Witan** – advisors to the king made up of earls and clergy

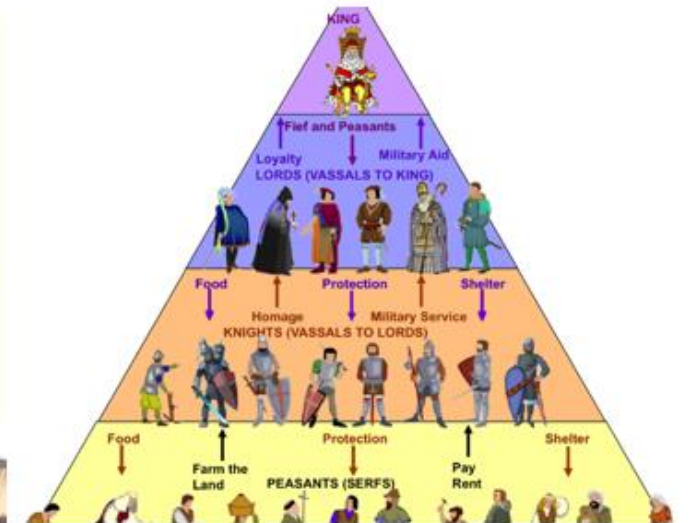
### How did the Normans assert their authority over England?

- The dealt **decisively** with English rebels
- The rebellion of Edwin and Morcar was by the **Harrying of the North**
- English earls could keep their land in return for **faalty**
- The Normans built a lot of castles**, as many as 1,000
- These were initially wooden **Motte and Bailey** castles and were erected in places of potential rebellion
- The first castle was built at **Pevensey** on the South coast
- Many were built along the **Welsh 'marchlands'**
- In time the Normans replaced Mote and Bailey castles with **stone keeps** which lasted longer
- Castles arguably used for defence and as status symbols



### How did the church and legal system develop?

- Normans reformed the **corrupt English church**
- Lanfranc replaced Stigand** as Archbishop of Canterbury
- Only 1 English bishop remained
- Number of **monasteries increased** from 60 to 250
- Anglo Saxon government remained but **writs and laws were in Latin**
- Many **new taxes** were introduced
- The **Domesday survey** was carried out
- New laws** such as the forest laws and murdrum
- New ways of determining guilt** in criminal cases introduced (trial by combat)



### How did the Normans change English society?

- The **feudal system** was developed (good for Normans, bad for English)
- Most land went to Normans as **English earls were replaced**
- By 1080 only 13 in 1000 landowners were English
- Many **freemen became villeins** due to high taxes. Only 14% of peasants were freemen in 1086
- Slavery was abolished**

### Key word glossary.

- Ambassador**: representative or diplomat in foreign country.
- Beni Pepper** – a pepper-like spice from Benin
- Cowrie shell** – used as currency
- Copper-casting** – a sophisticated way of moulding soft metals
- Manilla** – bronze bracelets used as currency in West Africa
- Oba** – ruler of the kingdom
- Sumptuary laws** – these decided what people in Benin could use, purchase or access (e.g. bronze).
- Trading post** – stores or small settlements set up for trade purposes, often in remote areas.

### Key people.

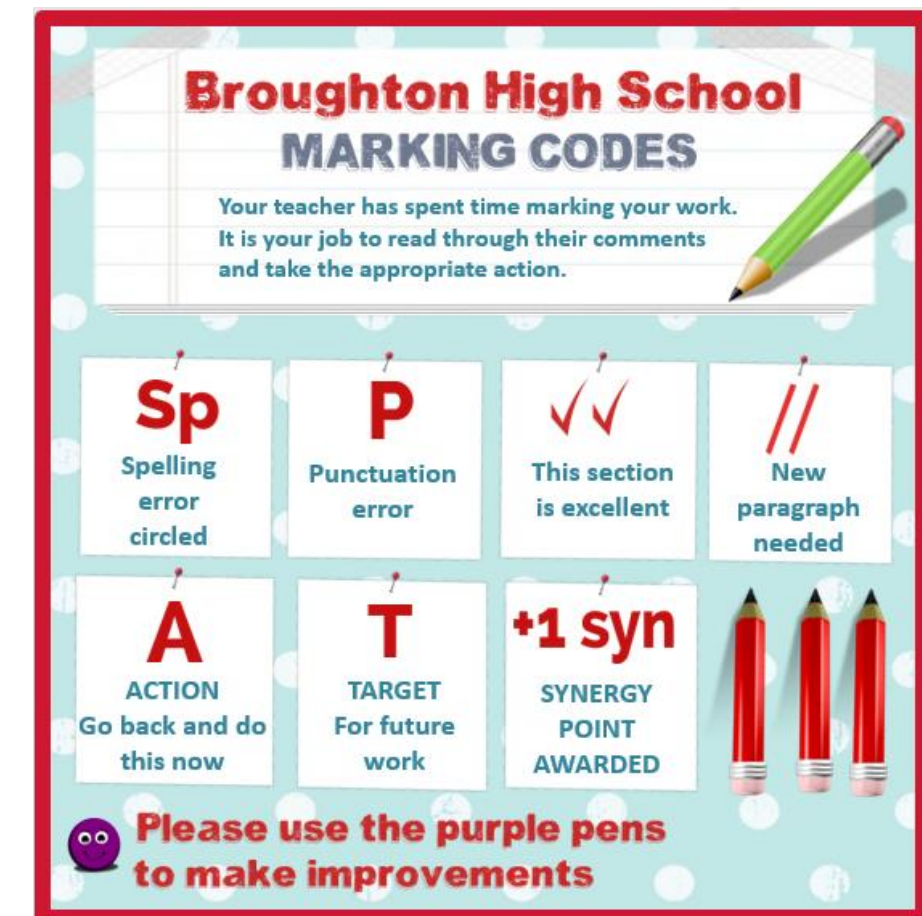
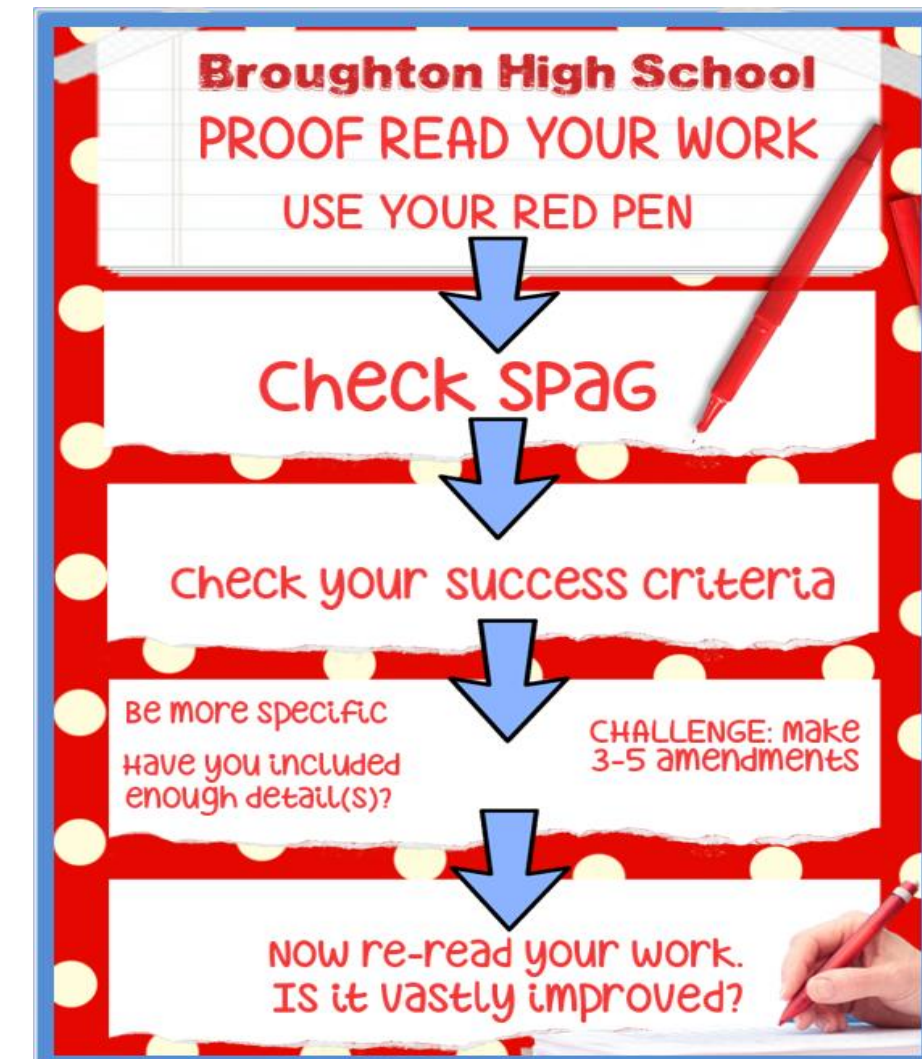
- Eweka** – First Oba of Benin c. 1400
- Ewuare** – Oba c. 1440, rebuilt Benin city, made changes to administration etc and consolidated the kingdom.
- Esigie** – Oba from c. 1504, expanded the kingdom and sent ambassadors to Portugal. Founded queen mother cult.
- Orhogbua** – Oba c. 1551. Kingdom was at its largest under his rule.
- Ehenbuda** – last of the Warrior Kings. The kingdom began to shrink after his death in 1601.
- Offert Dapper** – Dutch writer and geographer whose description of Benin (written in 1668) was based on the accounts of traders.

# MARKING AND FEEDBACK POLICY IN HISTORY.

- Pupils will receive feedback every fortnight, in line with school policy.
- This may be in the form of verbal feedback, live marking, whole class feedback or written comments from the teacher in pupil books.
- We have high expectations for all. Good work will be rewarded with Synergy points/praise postcards and it is expected that substandard work be resubmitted.
- Teachers are to use the marking codes (see right) when annotating pupil work. Teacher feedback is given in green pen.
- Pupils are to be given routine opportunities to reflect on their work both prior to marking (using a red pen to make adjustments), and following feedback (using a purple pen to respond to Action points).

## Marking of assessments:

- In years 7, 8 and 9 pupils complete three extended written assessments over the year. Detailed Whole Class Feedback is given alongside DIRT for pupils to reflect.
- Cumulative knowledge tests may be teacher/peer/self assessed as appropriate with corrections made in purple pen.



29 November

Do you agree with Simon Schama about the impact of the Norman conquest.

In some ways, I ~~do~~ agree with Simon Schama's statement about the Normans because the Normans did in fact bring trouble. For example, they started the Harrying of the North which brought lots of trouble as they started to fight and bring war. In addition to this they also brought war in the form of the Battle of Hastings. This meant that even though he won the battle it took a lot of trust to get the Saxons on his side and for these reasons this was worse. Therefore I partially agree with Simon Schama as they did bring ~~trouble~~ in many forms.

On the other hand, I disagree with Simon Schama ~~as~~ <sup>because</sup> even though they brought war when they eventually took over they did introduce measures that kept everyone in order. For example, the Normans introduced a ~~murder~~ <sup>eye</sup> ~~give~~ <sup>meant us</sup> which was a give for murder. In addition to this they also introduced Trial by combat which was another way to see who was guilty and who wasn't. This meant that more people were punished and less people ~~committed~~ <sup>came</sup>. ~~Therefore~~ <sup>therefore</sup> I mostly disagree with Simon as they introduced more law and order to keep people in place.

In conclusion ~~Not these reasons~~ I believe that Simon Schama is wrong and even though they brought ~~some~~ <sup>to begin with</sup> trouble they did end up changing it for the better not the worse. This can be backed up with many reasons. Which include the fact that they changed the way that servents were treated as in 1086 in Essex the <sup>(A) Add one more reason.</sup>

(F) Good start!

\* amount of servents had reduced ~~to~~ by 25%

After the battle of Hastings William became king and he took over innocent Saxon villages which led to a truck load of trouble and so in this way I agree with Simon Schama.

T1: Begin to try and explain why with multiple reasons.

Target for next time.

committed  
committed  
committed  
committed

What does marked work look like?

Evidence of proof reading prior to submission of work (red pen).

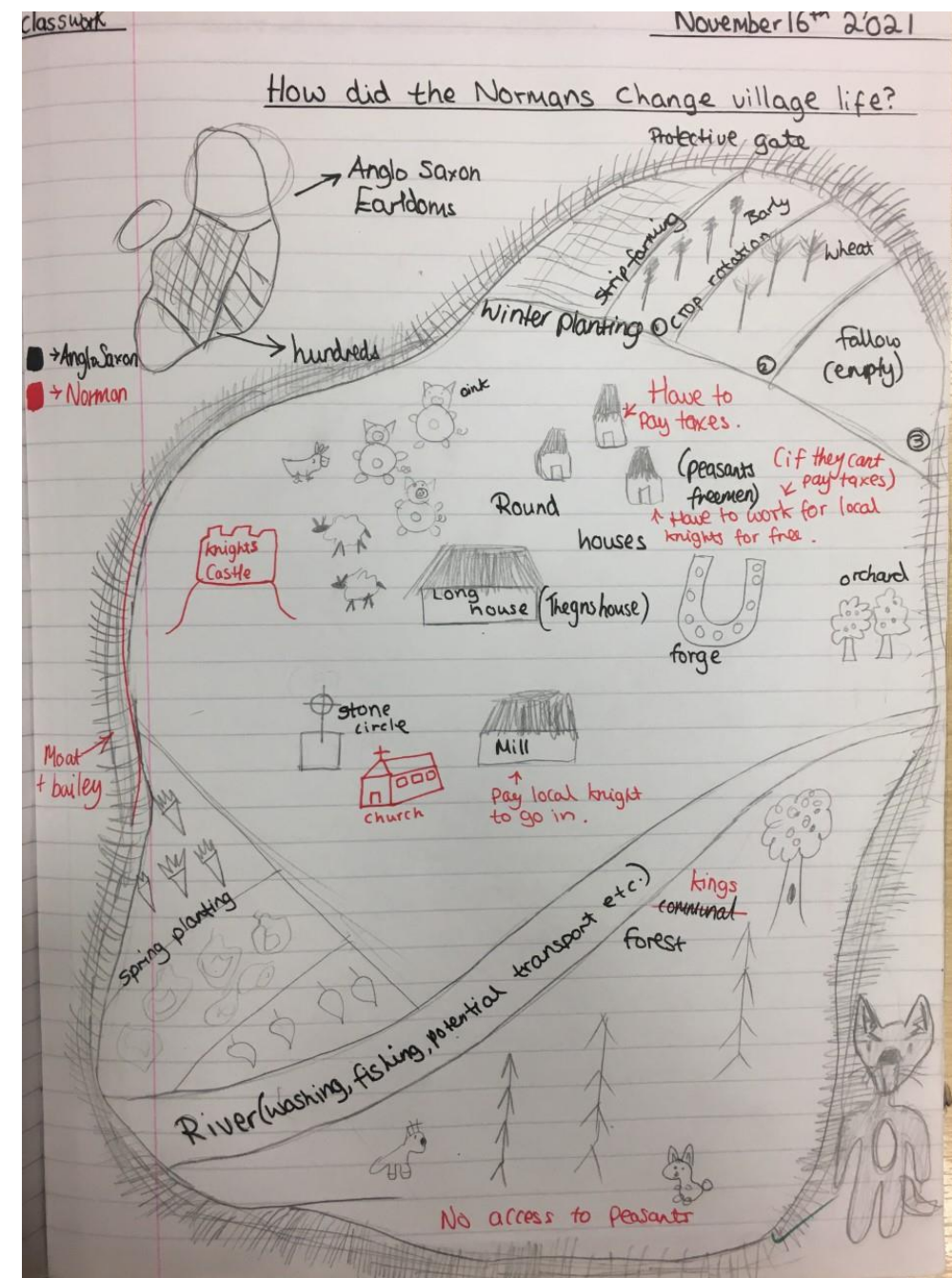
Teacher marking highlights spelling errors and provides actions to improve work and future targets.

Pupil response to feedback is in purple pen.

Spellings of key words corrected x 3 in purple pen

# DEPARTMENTAL EXPECTATIONS IN HISTORY.

We have high expectations for all and encourage pupils to take pride in their work. Books should be backed to ensure they remain neat.



Work should be neatly presented:

- Sheets glued in neatly, not folded
- Date and title underlined with a ruler
- Blue or black pen for written work
- Any drawings in pencil and coloured in pencil crayon if appropriate

**WE TAKE PRIDE IN OUR WORK IN HISTORY.**  
Pupils who take pride in their work consistently produce high quality work.



BLUE OR BLACK PEN



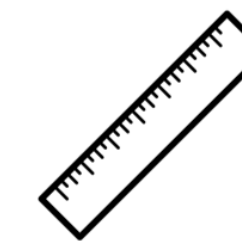
UNDERLINE



CROSS OUT



DRAW IN PENCIL



LINES WITH A RULER



NEAT HANDWRITING



NO SCRIBBLING



GLUE NEATLY

**EVALUATING SOURCES FOR "USEFULNESS"**

How useful is this source for understanding trench warfare?

**PROVENANCE (origin)**  
This photograph shows an infantryman on sentry duty, whilst some of his comrades snatch a few moments of sleep behind him. They are in what was previously a German trench at Ovillers-la-Boisselle on the Somme, July 1916.

**What do you know about the topic?**

- not a lot / if no sleep
- duck boards to protect footing
- most of the time spent in the trenches were spent away from the frontlines.
- Boredom
- not hygienic
- Muddy, wet
- Food - bully beef (corned beef)
- Transport occurred from water like on feet that couldn't be dried

**This source is useful for telling us about ...**

- Key information about an event/idea.
- Attitudes, values or concerns of a person or group.
- Methods used by a person/group to influence others.
- Responses to ideas/events at the time.
- Opinions of key people.
- The aims/priorities of the government.
- The private opinions of an individual.
- The message given to the public.
- The influence of an idea or key event on other people or events.

| What is useful?                              | Useful for telling us ...?  | Supporting knowledge  |
|--|---|---|
| Brodie helmet + Lee Enfield Rifle.           | Weaponry and so uniform and of the British army.                          | From the start of the war, for every British soldier there was a Lee Enfield Rifle and Brodie helmet. They had Brodie helmets to protect from shrapnel. |
| Barbed wire                                  | Part of trench weaponry. Used as extra protection.                        | Used on the very frontlines of the trenches to be used as extra protection against enemy attack.  |
| Shell damage.                                | One main weapon used in the war.  | At beginning of Battle of the Somme, shells were used against the enemy which caused debris to go everywhere.   |
| Propaganda - Early tone of the Somme in 1916 | message given to the public. battle is going well. advance has been made. | Battle was portrayed as successful - to keep morale high "Anderson but march high"  |

Typical? (tick)  Yes  No

Why? The construction of the typical German trench

Judgement. How useful?

Highly  Moderately  Of limited use

Presentation of pupil work.

Date, top right.  
Underlined.

Classwork

14<sup>th</sup> December 2021

What was Medieval Baghdad like?

Dear Dad,

The place is magnificent, beautiful. It is built on the bank of the River Tigris and it is round. I have never seen around city before. Travelers come and go everyday and I have never seen so many people. There are house built from sun-dried brick and the place shines. It is a lot cleaner and nicer than London. There are houses of all different sizes from two stories to little huts. It is very hot here but the place has a nice cool breeze to it. The markets

Classwork/homework indicated in the margin.

Title, underlined.

Black or blue pen.