Broughton High School History department

Marking and feedback handbook.

BROUGHTON
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 **15th and 16th 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 Ehengbuda 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

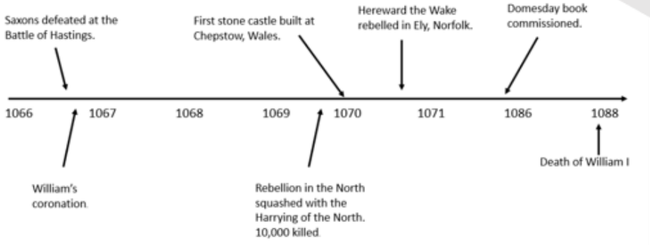
Key word glossary.	Key people.
Ambassador: representative or diplomat in foreign country. **Beni Pepper –** a pepper-like spice from Benin **Cowrie shell** – used as currency **Copper-casting –** a sophisticated way of moulding soft metals **Manilla –** bronze bracelets used as currency in West Africa **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.	**Eweka –** First Oba of Benin c. 1400 **Ewuare –** Oba c. 1440, rebuilt Benin city, made changes to administration etc and consolidated the kingdom. **Esigi** – 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. **Olfert Dapper –** Dutch writer and geographer whose description of Benin (written in 1668) was based on the accounts of traders.

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
Fealty – 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 **fealty**
- **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**

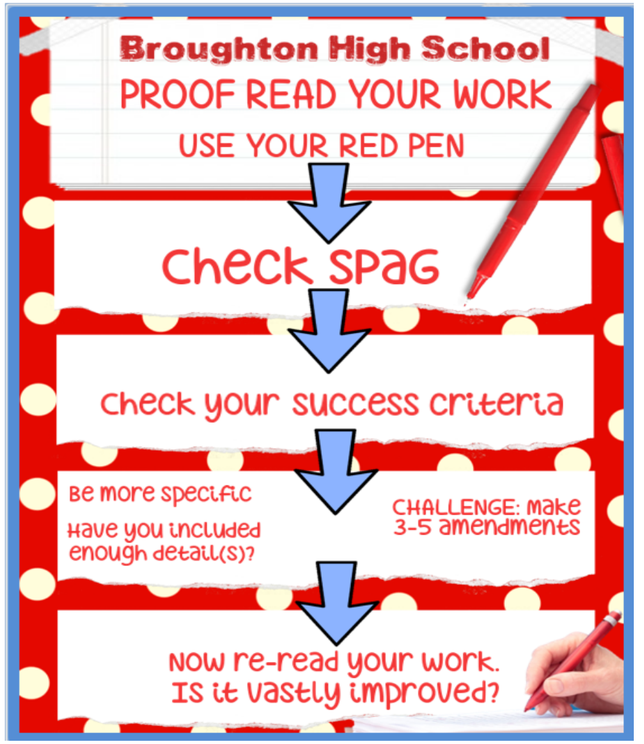
Marking and Feedback policy in History.

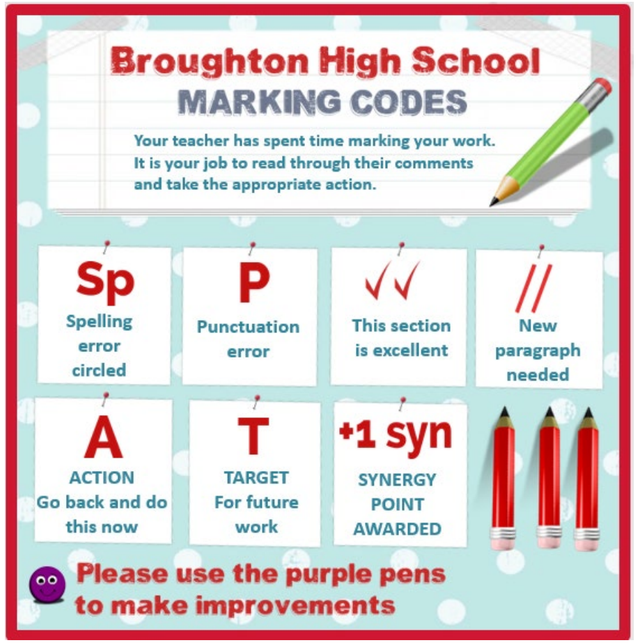
- Feedback is provided regularly and may be in the form of verbal feedback, live marking, whole class feedback or written comments from the teacher in pupil books.
- We have high expectations for *all*. Good work will be rewarded with Synergy points/praise postcards and it is expected that substandard 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).

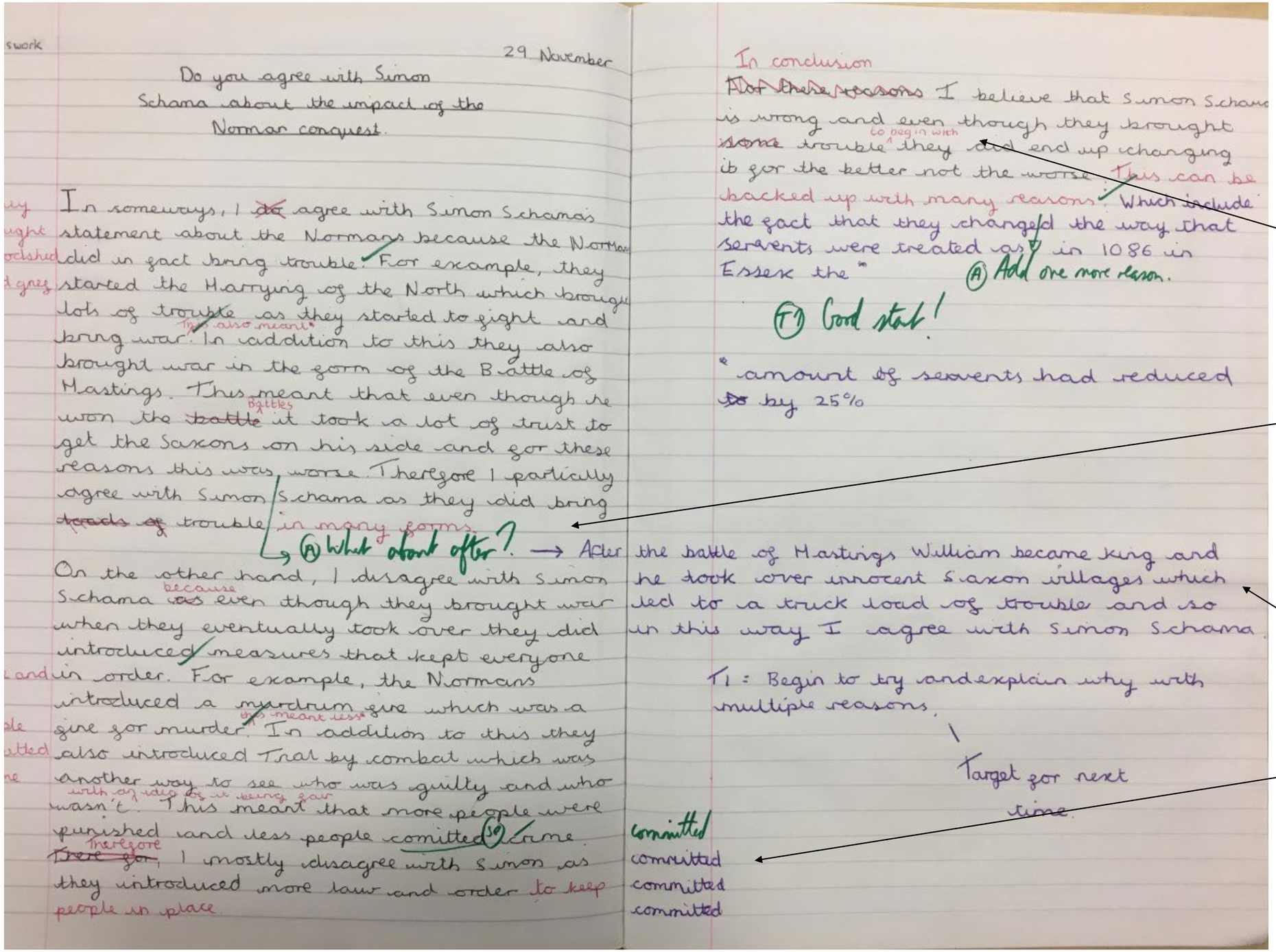
Marking of assessments:

- In years 7, 8 and 9 pupils complete two to 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.







swork

29 November

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

In someways, I ~~do~~ agree with Simon Schamas 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. This also meant 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~~ Battles 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 ~~loads of~~ trouble in many forms.

(A) What about after? → 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.

On the other hand, I disagree with Simon Schama because ~~as~~ even though they brought war when they eventually took over they did introduced measures that kept everyone in order. For example, the Normans introduced a murdrum fine which was a fine for murder. This meant less 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 crime. (SP) committed committed committed committed

~~There for~~ Therefore, I mostly disagree with Simon as they introduced more law and order to keep people in place.

In conclusion

~~After these reasons~~ I believe that Simon Schama is wrong and even though they brought ~~some~~ trouble to begin with 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* (A) Add one more reason.

(T) Good start!

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

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

Target for next time.

What does marked work look like?

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

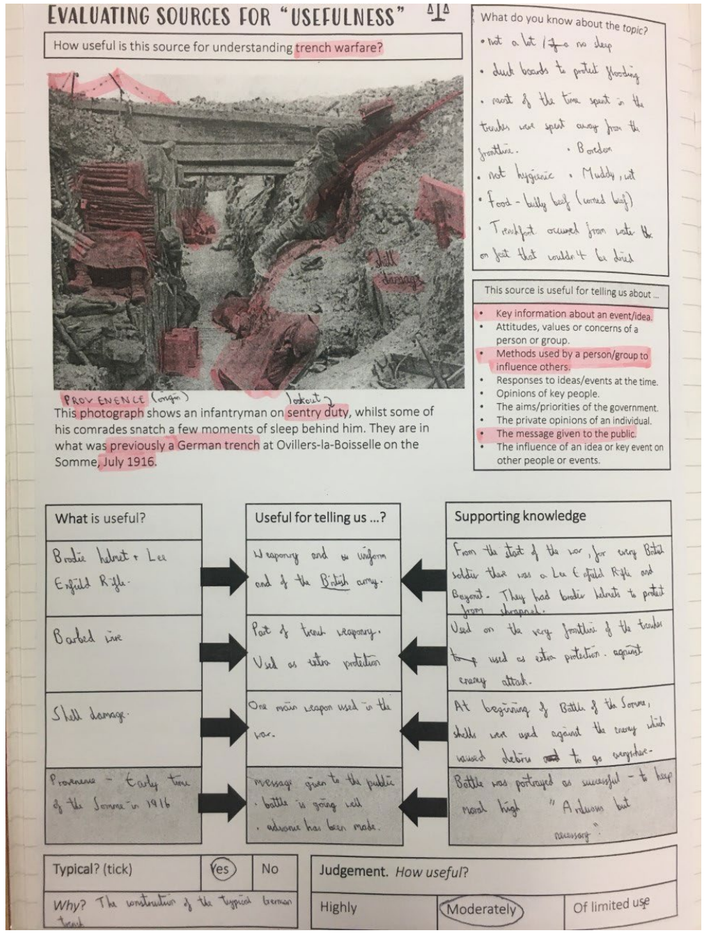
Teacher marking highlights spelling errors and provides actions to improve work and future targets.

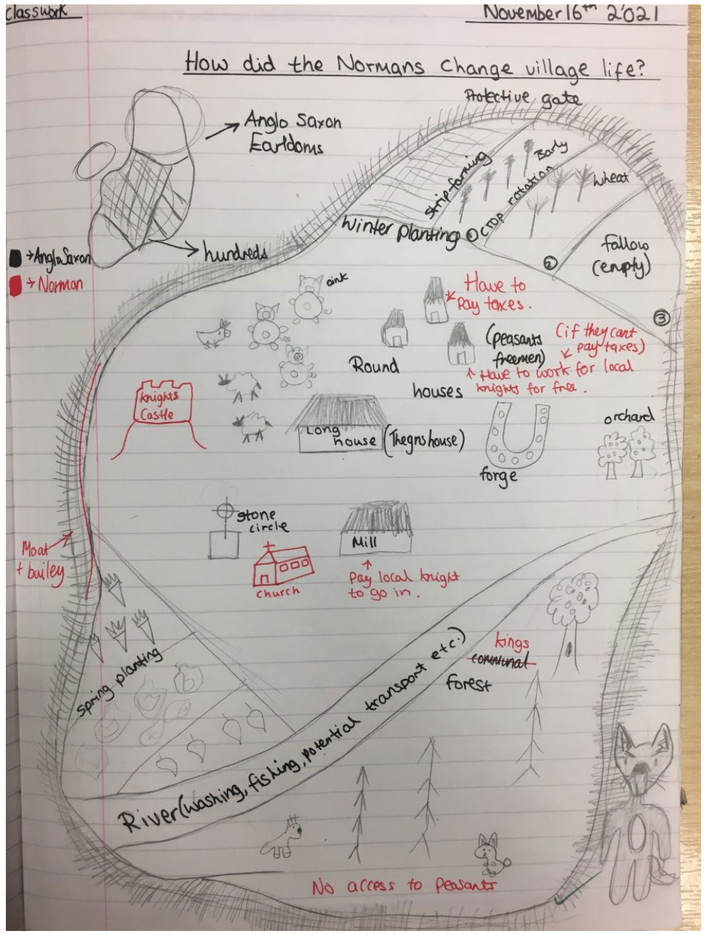
Pupil response to feedback is in purple pen.

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.

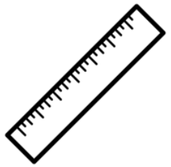
Pupils who take pride in their work consistently produce high quality work.

BLUE OR BLACK PEN

UNDERLINE

CROSS OUT

DRAW IN PENCIL



LINES WITH A RULER

NEAT HANDWRITING

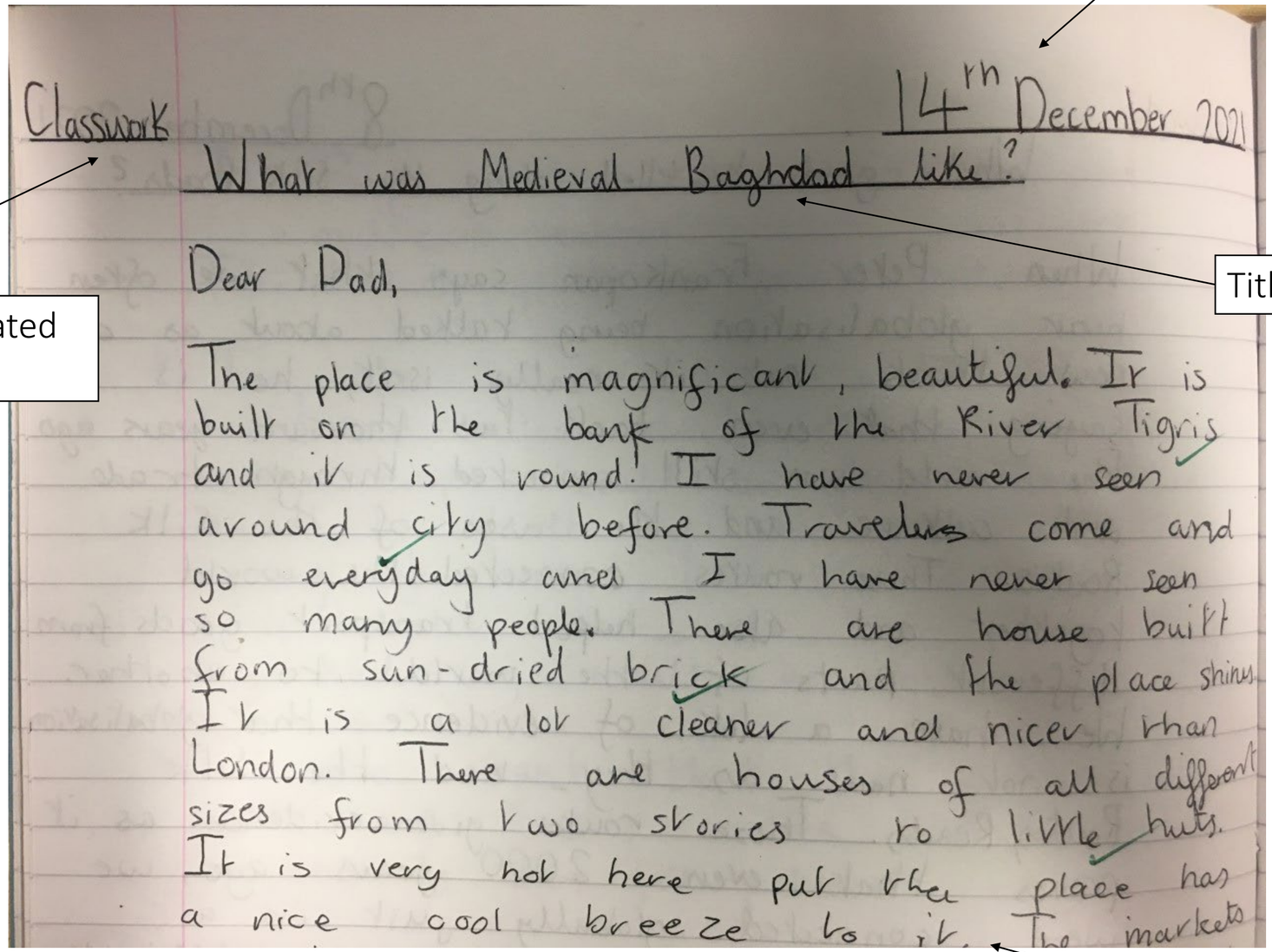
NO SCRIBBLING

GLUE NEATLY

Presentation of pupil work.

Date, top right.
Underlined.

Classwork/homework indicated in the margin.



Classwork

14th December 2021

What was Medieval Baghdad like?

Dear Dad,

The place is magnificant, 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

Title, underlined.

Black or blue pen.