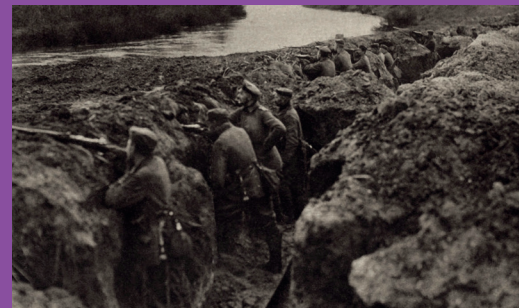




Llywodraeth Cymru  
Welsh Government

# WJEC GCSE in History

## Unit 3 – Thematic studies from a broad historical perspective



Supporting the Welsh perspective of Unit 3

# WJEC GCSE in History: Unit 3 – Thematic studies from a broad historical perspective

## Supporting the Welsh perspective of Unit 3

### **Audience**

This resource is aimed at practitioners in Wales who will be teaching the new WJEC GCSE history specification from 2017, for award from 2019.

### **Overview**

This resource is designed to support practitioners with the delivery of 'Unit 3: Thematic studies from a broad historical perspective' in the WJEC GCSE in History specification, and the content of its associated themes to enhance coverage of a Welsh perspective.

### **Action required**

Practitioners should have regard for this resource when they are teaching 'Unit 3: Thematic studies from a broad historical perspective' of the new WJEC GCSE in History specification.

### **Further information**

Enquiries about this document should be directed to:  
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### **Additional copies**

This document can be accessed from the Welsh Government's website at [hwb.wales.gov.uk](http://hwb.wales.gov.uk)

### **Related documents**

*Unit 3A. Changes in Crime and Punishment, c.1500 to the present day; Unit 3B. Changes in Health and Medicine, c.1340 to the present day; Unit 3C. The Development of Warfare, c.1250 to the present day; Unit 3D. Changes in Patterns of Migration, c.1500 to the present day*

Further information, including the specification and sample assessment materials, on the WJEC GCSE in History can be found at [www.wjec.co.uk/qualifications/history/r-history-gcse-2017](http://www.wjec.co.uk/qualifications/history/r-history-gcse-2017)

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## **What's new in 'Unit 3 – Thematic studies from a broad historical perspective?'**

1. Centres choose one out of the four 'thematic studies' listed below. These cover a specific aspect of history in detail, with particular emphasis on how this impacted on Wales.
  - 3A. Changes in Crime and Punishment, c.1500 to the present day.
  - 3B. Changes in Health and Medicine, c.1340 to the present day.
  - 3C. The Development of Warfare, c.1250 to the present day.
  - 3D. Changes in Patterns of Migration, c.1500 to present day.
2. Each study will be assessed by compulsory questions focusing extensively on second order historical concepts including continuity, change, cause, consequence, significance, similarity and difference.
3. The thematic study will include the study of an appropriate historic site and its significance.

## **Supporting the delivery of 'Unit 3 – Thematic studies from a broad historical perspective'**

These materials to support 'Unit 3 – Thematic studies from a broad historical perspective' of the WJEC GCSE History specification contain ideas on teaching thematically; structuring responses on historical skills such as similarities and differences; change and continuity; and historical significance. The wider resources, available online in PowerPoint format, are designed to support teachers with embedding the Welsh dimension highlighted in the 'Content amplification to enhance coverage of a Welsh perspective' section of the specification. These support materials utilise other existing online resources.

## **How can you ensure the impact of changes and developments in Wales are highlighted within the wider context?**

To demonstrate the impact of changes and developments in Wales, teachers can use a variety of digital resources already available.

- Hwb contains relevant learning and teaching materials produced by Welsh Government as well as other organisations, such as The National Library of Wales.
- National institutions such as the National Museum Wales, Royal Commission on the Ancient and Historical Monuments of Wales (RCAHMMW), People's Collection Wales and Cadw have a range of relevant and excellent material already available. Learners can also connect with local history groups and universities to further their understanding of the impact of changes and developments both locally and further afield.
- The supporting materials that accompany this overview document are in a PowerPoint format and are fully adaptable to suit learners' requirements. Where possible, each topic has a key question, a stimulus image and video clip to engage learners, and hyperlinks for further information. Teachers can use them as lesson starters, or set them as research or 'flip learning' homework tasks for learners.

## What different approaches can you use to teach thematic studies?

Timelines and period overviews can be helpful to establish patterns, trends and the pace of change; while selected case studies can deepen understanding.

### Similarities and differences

When comparing similarities and differences across the period learners may wish to use phrases that help keep answers focused on the issue. The following phrases may be useful as a starting point.

- *In both periods, . . .*
- *However, in contrast . . .*
- *This is similar because . . .*
- *This is different because . . .*
- *Similarly, although much later on, . . .*
- *In comparison, . . .*

### Change and continuity

When examining change and continuity across the period learners may wish to use phrases, such as those in the examples below, that help keep answers focused on the issue.

- *The ongoing practice of . . . shows continuity because . . .*
- *However, there were some elements of change such as . . .*
- *Continuity through the different centuries can be seen in the use of . . .*
- *The reason this was maintained/stayed the same for so long was because . . .*
- *The use of . . . shows change because . . .*
- *However, there were some elements of continuity such as . . .*
- *At this point, the pace of change can be described as . . .*
- *This was a significant turning point because until that time . . .*
- *The key cause of this change was . . .*

## How do you study the key features and significance of a historical site?

You may have used the 'five Rs' to provide learners with a criteria for significance:

- **R**emarkable – did people talk about it at the time?
- **R**emembered – was it remembered afterwards?
- **R**esonant – do people make comparisons and analogies with it?
- **R**esulting in change – did it have consequences for the future?
- **R**evealing – does it explain aspects of life at the time?

It is important to see such discussions as something that should lead to further understanding and debate rather than absolute judgements. The resource on the next page can be used in a variety of ways with learners to develop their understanding of the meaning of historical significance. It is neither all-encompassing nor definitive; teachers and learners are strongly encouraged to alter and develop the tool accordingly, however it can be a starting point for learners' discussions on significance. It can also be used as a guide for further or independent research, and as a checklist for extended writing on the significance of a historical site.

## What makes a historical site significant?

### Context

- What was happening in the wider world at the time?
- How do events at the site fit into the history of the theme that you are studying?

### Unique

- What was unique about what happened here?
- To what extent did it represent a turning point in the theme that you are studying?

### Representative

- How was it similar to events at other places at the time?
- Is it the best example of its kind locally, in Wales, in the UK, in the world?

### Symbolic

- How are events at the site remembered?
  - Have they been commemorated officially (e.g. by politicians) or unofficially (e.g. by folk songs, interest groups)?
- Do historians/people agree about its importance?

### Consider size/speed

- Did it affect a large number of people?
- Did it happen unusually quickly?
  - Did it last for a considerably long time?

### Influence

- How long did the impact of the changes last?
  - Are the events still relevant today?