

## Welcome

Prepare for the future by studying the past.

The History Department at Cecil Jones aims to inspire its students with a love of History. It does this through the teaching of engaging and awe inspiring lessons, but it also equips students with the skills to find out more about the past as independent learners. We also work with other Humanities subjects to ensure that History is not just seen in isolation, but as part of a wider religious, geographical and political experience that informs how we live our lives today.

Students learn about the past, acquiring key historical skills just as knowledge and chronology. But it goes further. We teach a range of skills; understanding, change, causation and consequence. Identifying and explaining significance. Judgements of extent when looking at evidence and interpretation. These skills are built around the knowledge students acquire. Its helps to turn them into knowledgeable people, but also with all the skills to understand the world around them today.

We aim to foster “a love of History” through:

- engaging and awe inspiring lessons
- visits to important historical site
- encouraging independent enquiry

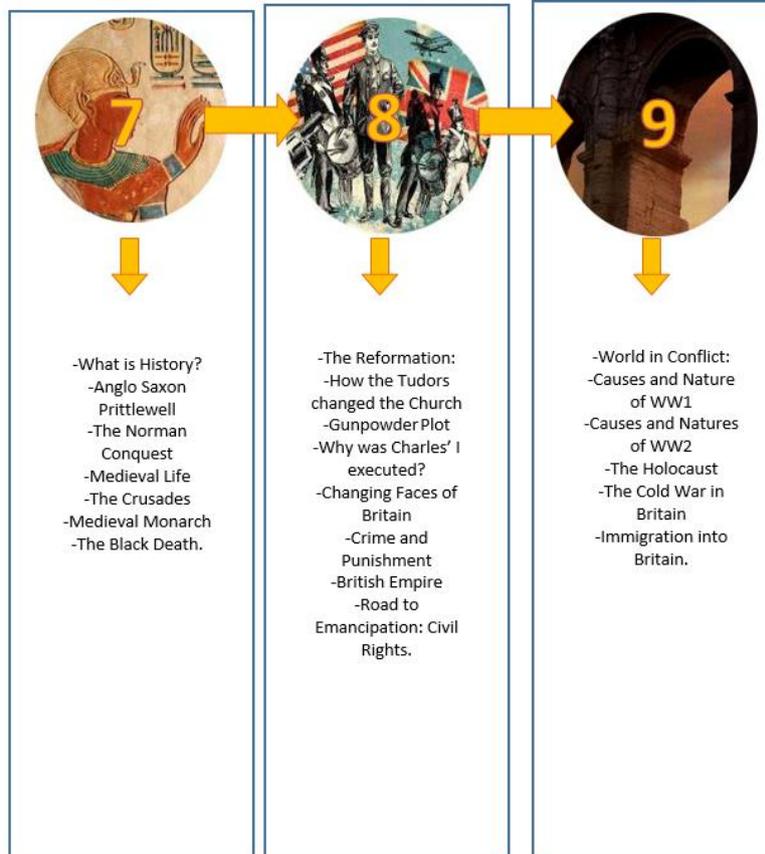
We want students to have “an enquiring mind” by

- the study of significant events
- establishing the link between the past and present
- have students ask their own questions about the past.

We also want our students to have “a critical mind” by

- the study of interpretation
- the questioning of evidence
- interrogating historiography

## KS3 HISTORY



## KS4 HISTORY

The Exam Board is Edexcel, and the details can be found on the Pearson website here:

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>



## KS5 HISTORY

The exam board is Edexcel, and details can be found on the Pearson website here:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/history-2015>

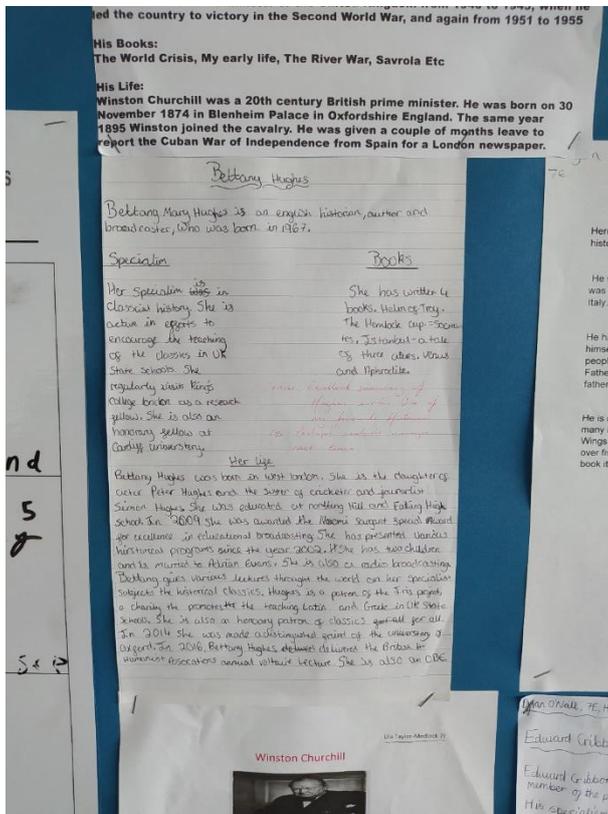
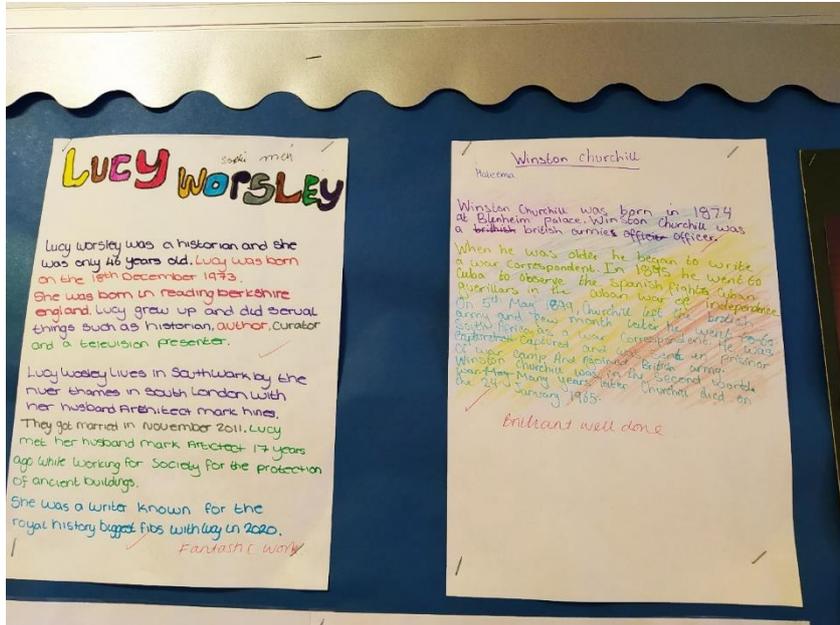


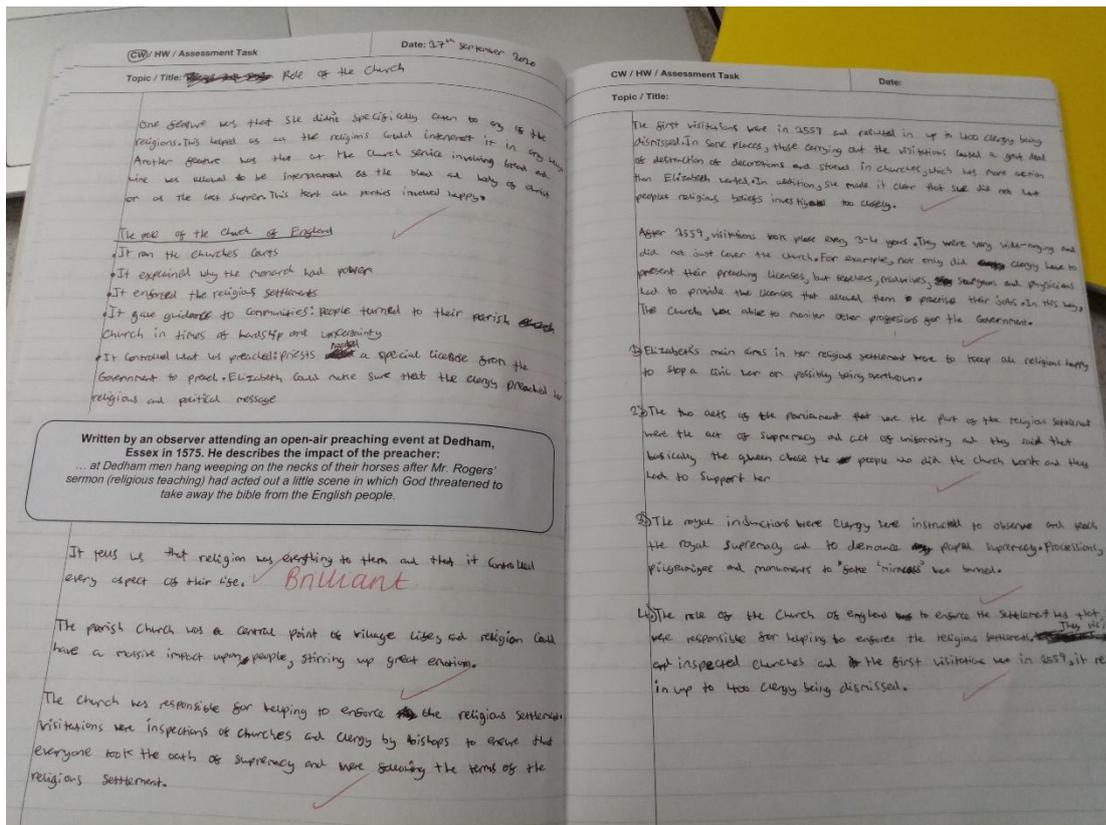
-Britain Transformed  
1918-97  
-The USA: Boom and  
Bust 1920-1955  
-The British  
Experience of  
Warfare 1790-1918  
-Coursework:  
Personal Study.

The A level course at Cecil Jones is extremely successful since it began in 2016. Some of our success go on to study History or other related subjects. Others use their excellent grades to gain entry to Russel Group Universities even if not studying History:

- Student 1 – Grade B, went onto study BA War Studies, University of Birmingham
- Student 2 – Grade A\*, went on to study Psychology at University College London
- Student 3 – Grade A, went on to study History at Canterbury Christ Church University

# EXAMPLES OF STUDENTS' WORK





## TRIPS AND VISITS

The History Department organises a number of different trips to encourage and foster a love of the past. These include trips to IWM Duxford, Hampton Court, Southend Museum and the Battlefields of the Great War:

- Medicine on the Western front: Ypres (Year 10)

The breaking down of Friday, 5<sup>th</sup> July saw 35 students and 3 members of staff assemble to make the journey to Ypres in Belgium. The students were from Years 8, 9 and 12. The channel was crossed in good weather and we very soon found ourselves at our first stop, Bayern Wald.

This small section of the German front line from 1915 has been excavated and carefully reconstructed to give visitors an idea of trench life. Our guide, Major Martin Freemantle, himself a soldier for 30 years, guided students through the reasons for, and problems of trench warfare. The sunlight dappled through the leaves, and butterflies flitted between the trenches. Though it was a world away from the battles of 1915, Major Martin was able to bring back some of the reality.

From here we drove to Hill 60. Not actually a hill but the spoil from a railway cutting. This was an important landmark in the flat Flanders landscape. Here Major Martin took us through the problems

of mines; tunnelling beneath the enemy lines to lay huge explosives. Here too was the sight of the first use of gas on the Western Front. Two examples of modern technology being used in war.

The students then proceeded to the Passchendaele Military Museum for lunch. Major Martin selected a recruit, and dressed and equipped him as a soldier of 1914. He then loaded poor Jack with more and more equipment as the War progressed so by 1918 he was feeling the burden. Four other students then felt this burden as Major Martin made them demonstrate the problems of evacuating wounded soldiers from the battlefield. An important lesson for those students who will go on to study this very topic at GCSE.

We then proceeded to Ypres itself via the Menin Gate. This huge entrance into the town contains the names of 54602 soldiers from Britain and the Empire were killed in the Ypres salient and recorded as missing. They have no known grave. Despite its awe inspiring size, 35059 names are recorded on a separate memorial nearby.

The mood then lightened as the students had some free time in the Market Place. Some admired the architecture of rebuilt Medieval Cloth Hall, others admired the new ring of bells installed to commemorate the centenary of the Armistice in St George's Church. The church itself was Casualty Clearing Station during the war. Most indulged themselves buying Belgian Chocolates. Most Belgian Chocolates did not survive the trip home!

We ended the day at Lijssenhoek Cemetery, a sobering contrast to the bustle of Ypres Market Place. Here reality hit home for the students and staff alike. This was the sight of a large Casualty Clearing Station, and students were surprised that headstone after headstone contained the same date, with ages only slightly above their own. For staff, the personal family inscription recorded at the base of some headstones were heart-breaking. Particularly for Staff Nurse Nellie Spindler, one of only two women killed at the front during the war, and the only female grave in 10000 in the cemetery.

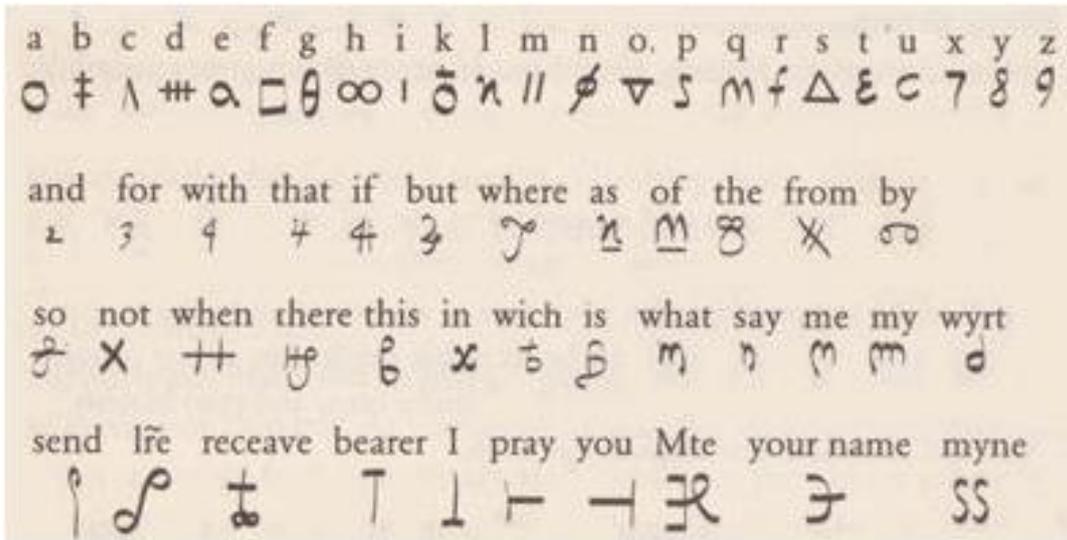
Major Martin took students through the evacuation chain for moving wounded soldiers from the battlefield. We then assembled by the Cross of Sacrifice and held a two minute silence. Jack Nelson then laid a wreath on behalf of Cecil Jones Academy. Cecil Jones himself returned from the war and was moved to do good deeds for Southend. We could only speculate on how many good deeds were left undone by the fallen.



## AN ACTIVITY TO TRY AT HOME

Mary Queen of Scot was the cousin of Queen Elizabeth I (1558-1603). Elizabeth considered Mary so dangerous she imprisoned her to prevent her plotting to steal Elizabeth's throne. However, Mary was plotting her escape and sent a series of secret letters. Can you use the key to decode the message? How is Mary going to escape?

Here is the key:



Here is Mary's letter:

