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|--|--|---------------------|----|
| <b>Module code</b>                           | <b>SAI515</b>  | <b>Level</b>        | 5  |
| <b>Module title</b>                          | <b>The History of London</b>   |                     |    |
| <b>Status</b>                                | Elective   |                     |    |
| <b>Teaching Period</b>                       | Autumn and Spring  |                     |    |
| <b>Courses on which the module is taught</b> | Study Abroad   |                     |    |
| <b>Prerequisite modules</b>                  | None   |                     |    |
| <b>Notional learning hours</b>               | 100  | <b>Credit value</b> | 10 |
|  |  | <b>ECTS Credits</b> | 5  |
| <b>Field trips?</b>                          | <i>This module requires a number of field trips. A minimum of £50 per student is required.</i>   |                     |    |
| <b>Content notes</b>                         | <i>The content includes plague, fire, poverty as these affected the residents of London from its foundation to the 20<sup>th</sup> century</i> |                     |    |

### 1. Module description

This course will explore the history of London, from the time of its foundation in the first century AD to the end of the Second World War. The course aims to give students a sense of the chronology of London, from Roman to medieval, and from early modern to the twentieth century.

It also aims to give a sense of the diversity of historical evidence: buildings, artefacts, images and oral histories as well as traditional documents. We will cover themes such as religion, entertainment, housing, industrialisation, disease and war, and look at the varied experience of ordinary Londoners. The module incorporates a number of field trips which include walking tours and visits to various historic buildings.

### 2. Learning Outcomes

*Upon successful completion of this module, you will be able to:*

#### **Communication (MLO5):**

Communicate effectively both orally and in writing in producing your assessments.

#### **Discipline Knowledge (MLO7):**

Examine and apply theories, concepts and facts about the History of London to write an essay and prepare a presentation.

#### **Discipline Skills (MLO8):**

Employ discipline-specific knowledge, techniques and tools, in particular using primary sources to write an essay about the History of London.

### 3. Learning and teaching methods, and reasonable adjustments

The module will use a number of varied teaching methods. Classes begin with a short lecture before seminars in which students engage with primary evidence. These may be studying maps, reading documents, discussing images or watching films. In each case, the students will be set a task to encourage them to engage closely with the evidence and report back to the class. The module will also include a number of field trips which may include handling sessions,

visits to historic properties and walking tours. During these, students are encouraged to keep notes, take photographs of evidence and complete worksheets to prepare themselves for their assessments. Reasonable adjustments will be offered and made for those students who have a support plan in place.

|   |             |             |       |           |
|---|-------------|-------------|-------|-----------|
| <b>Learning hours</b>                     |             |             |       | <b>36</b> |
| <b>Directed learning</b>                  |             |             |       | <b>36</b> |
| Workshops/ classes/ seminars/ lead events | Supervision | Studio time | Other |           |
| 36  | 0           | 0           | 0     |           |
| <b>Guided/Self-guided learning</b>        |             |             |       | <b>64</b> |

Reasonable adjustments will depend on a Student Support Agreement and will acknowledge accrediting body requirements. In urgent or serious situations, reasonable adjustments might be required before the Student Wellbeing & Disability Team has been able to complete a full assessment. This will usually be where a student has a severe or urgent condition and either communicates this condition to a member of staff or their behaviour is suggestive of an adjustment need. Staff may put temporary reasonable adjustments in place to support the student. These adjustments must then be promptly communicated to the Student Wellbeing & Disability Team by the staff member who made the temporary adjustments. The Student Wellbeing & Disability team will capture and confirm appropriate reasonable adjustments (which may include changing the temporary adjustments, adding in other adjustments and outlining the period of time for which they apply) in a Student Support Agreement ('SSA').

#### 4. Assessments and weighting, reasonable adjustment, and feedback methods

**Assessment component 1:** Essay, 2000 words maximum (100%)

Written assignment based on a question relevant to the module, requiring you to back up your arguments using a mixture of primary and secondary historical sources. You will be briefed and given more detailed information on the assignment brief for the module both in class and on Blackboard. Reasonable adjustments for the assessment will be confirmed with students that have a support plan in place.

Mapping of assessment tasks:

| Assessment components | MLO5 | MLO7 | MLO8 |
|-----------------------|------|------|------|
| Essay                 | X    | X    | X    |

The above assessment component is summative. Students will have the opportunity for formative assessment and feedback before summative assessment.

#### 5. Indicative resources

PORTER R. (2000) *London: A Social History*, London, Penguin

BRADLEY S. and PEVSNER N. (1999) *London 1: The City of London*, London, Yale University Press

JENKINS S. (2020) *A Short History of London: The Creation of a World Capital*.

CLARK J. and ROSS, C. (2008) *London: The Illustrated History*, London, Allen Lane

SUTCLIFFE, A. (2006) *London: An Architectural History*, London, Yale University Press,

WHITFIELD, P. (2006) *London: A Life in Maps*, London, British Library