

3.1 Curriculum design

The introduction of the 2014 National Curriculum, prompted the school to redesign the history curriculum. The vision for the revised curriculum is based on making all history enquiry-led with progression in knowledge and key skills and having a strong emphasis on local history (see curriculum map 2015-2016 1.4). Where possible, local fieldwork and inputs from expert visitors have been planned in.

Since the introduction of the new curriculum, the history units have been further revised and updated with new innovative units that have been developed by the school staff with expert inputs. These innovative units include, for example, in year 2 a new Darwin enquiry. In year 5 an original enquiry about the role of Bristol in the Chocolate industry is being taught (see Chocolate scheme of work). In year 4, the Roman enquiry has been developed to have a more local focus with reference to Roman remains at Sea Mills and Kings Weston Roman villa.

The curriculum is planned to ensure increasing progression in chronological knowledge with an emphasis on local, national and international perspectives. For instance in year 1 and year 2 children focus on British Stuart, Victorian and Edwardian periods. The Brunel enquiry and Edwardian seaside enquiry have a local focus. In KS2, children start to develop an even broader perspective incorporating ancient civilisations from across the world; including Stone Age to Iron Age at y3, Egyptians in y3 and Mayans at year 5. In year 6 they develop their broad chronological knowledge and concepts of change and continuity through the Crime and Punishment over time unit (see Skills Progression 1.3.1 for further detail and History Policy 2.2).

3.1 Curriculum design: The EYFS curriculum

Although not part of the overall curriculum map, the Early Years' curriculum supports the teaching of history at Ashton Gate and begins to embed an interest and enthusiasm for history. The EYFS teachers follow the children's interests and lines of enquiry; which are often historical. Each year is tailored to the specific children's interests and this leads to the study of different areas of history. In the academic year 2014-2015 the EYFS children looked at clothing and how this has changed over time. This academic year they have looked at the SS Great Britain and Brunel. They have also explored dinosaurs and completed an archaeological dig. Levels of engagement and interest are high.

Historical concepts such as change over time start to be embedded during the EYFS. Teachers and children also talk in detail about past, present and future events that are significant in their lives, e.g. my mum had a baby, I am now four, I will be going to year one.

The EYFS team also ensure that they stimulate interest through using different artefacts or objects that could stimulate historical investigation. Each year they always explore significant historical events and figures, including, Guy Fawkes, Remembrance Day, Easter and Christmas. Although each year what the children are interested in differs, the skills they develop remain the same. At the end of the year children are expected to reach a good level of development in understanding the world. This is the area that links directly to History. Within this there are three areas, the world, people and communities and technology.



3.2 Enquiry

See list of enquiry questions taught throughout the school in the school's curriculum map for 2015-2016 (1.4).

Planning and work scrutinies have shown that across the school an enquiry based approach to history teaching has been embedded. The enquiries take a range of different forms and have different starting points; for example picture sources, archaeological remains, significant events and individuals etc.

The next few slides show progression in enquiry in children's work from year 1 to year 6, with increasing levels of challenge year on year.

Enquiry findings are organised and communicated using different media; including films, artwork and writing for different purposes.

What are the back things on the wall?

It looks like a small room.

I can see
a mother
and a
six year
old and
a two
year old.
coco



The
washing
is
hanging
in the
rookas

I can see a family doing there
washing. coco

What is
called? coco
the big barrie with handles
Is the big black thing a piano? coco

3.2 Enquiry

Y1: In year 1 children start an enquiry about life in Victorian times through making simple inferences from a picture source.

3.2 Enquiry

By year 2 children are using a range of picture and film sources as evidence and communicating their findings in a range of ways including a film script.

LO: I can use pictures and film to explain what life was like in Edwardian Britain. Name: Roxy ^{LOTTAS} Date: 2.7.15

Extremely detailed Roxy - great work! 😊 Archie



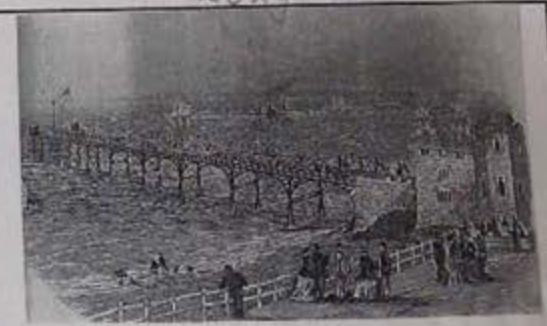
Olive

At the beach people used to use bathing machines to get in the water. Also people might get a goat ride by sitting in a cart and the goats will pull it along with you. If you look carefully in this picture you can see people going in bathing machines.



Green Beach, Clevedon

People went on trams along the prom to get to the pier. Some people would wear very posh clothes. They used to wait for the bands to play the classical music. People went on the promenade to show off their clothes but also to get some sea air. In Blackpool you can get on trams.



Roxy

On the pier people had a little stroll and went to get a ride on a steam-ship. They also went on the pier to watch the circus. With their lot because some people got themselves fibred and payed a bit of money to see themselves in a film.



Do you think this would belong to a rich or poor Greek?

Explain why.

A rich Greek because the poor Greeks would need their money to buy food and water, but the rich Greeks would probably have leftover money so they could buy a vase.

- When was this made? ✓
- What was it used for? ✓
- What was it made from?
- Why did they put similar patterns on it?
- Who are they?
- Why did they use mostly orange on it?
- Why did they put a sight on it?
- Why are they fighting?
- Why are the handles on the top?

I know:

The Greeks were skilled craftsmen.

They wore armour and had spears.

3.2 Enquiry: In year 3 children start looking at ancient civilisations through archaeological enquiries.

3.2 Enquiry

By year 4, children undertake more complex enquiries into what impact Romans had on life today.

This enquiry started with children trying to work out what foods were introduced by the Romans.

Pigs
Bale leaves
fish
coriander
salmon
vine leaves
fish sauce
custard
raisins
spices

Wednesday 14th October 2015
I know what rich and poor Romans ate and can explain we know this.



Rich Roman dinner menu

Starter

Some peacock brains with ~~some~~ coriander sprinkled on top that dipped in ~~some~~ fish sauce, wrapped in ~~some~~ vine leaves and crushed almonds and fried in ~~some~~ apple sauce.

✓ Delicious!

Main

Some salmon stuffed with ~~some~~ pear slices and with ~~some~~ also served with ~~some~~ boiled eggs and salad. It will come with green olives. Also ~~some~~ lettuce.

Dessert Fruit special

Some pear and raisins with ~~some~~ custard also served with

3.2 Enquiry

Y5: This investigation was part of an enquiry into local buildings connected to Fry's chocolate factories. The children used a specialised website that provided a range of detailed information about the different aspects of Fry's chocolate factory.

The website used was designed specifically for the school's enquiry unit by the Chief Archaeological officer at Bristol City Council.



Thursday 29th January 2015

L.O: To explore crime and punishment in the medieval and Tudor periods.

1. Significant changes in English law followed the Norman conquest, but at first, it stayed reasonably similar. That is, until roughly 1200 where the original tithings - groups in everyday society who hunted criminals themselves - were abolished. Wergild and trial by ordeal were also removed and replaced with dramatically harsher punishments. By that I mean mutilation. The way they did this was by having their ears slit, hands cut off and possibly worse. When they would cut off hands, they didn't just chop, chop and chop, you would probably die. So after that agony, they then made you go through the excruciating process of searing hot metal ^{being} pressed against the wound to seal it. Forests were a major part of England back then, so, they decided ("overnight") that you needed a licence to hunt, or even collect firewood! Despite all of these horrible punishments, church court was a lot more easygoing. But they were only like this if you complete a specific task: read a section in the bible, but in Latin. If you failed that, then mutilation was the over way. To get church court you would have to commit a church crime. This the

3.2 Enquiry skills

Y6: Children's work showing increasingly challenging enquiries exploring concepts of change and continuity over the medieval and Tudor periods.

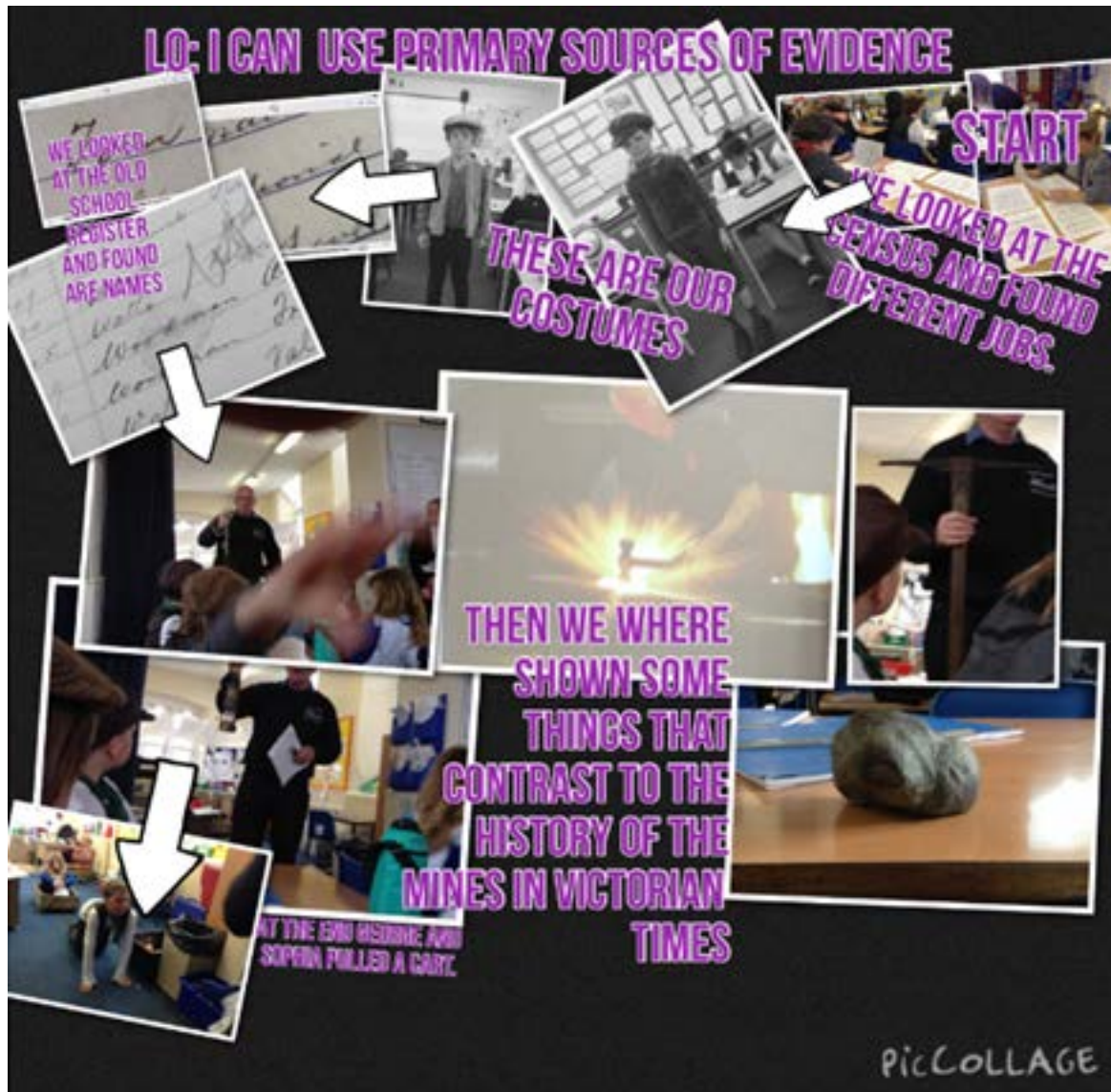
3.3 Broad and balanced curriculum

The history subject lead has monitored the progression and breadth of the curriculum through a progression in skills document, which tracks each year group against the skills and concepts in the National Curriculum (see 1.3.1). This original document produced by the school has been written to exemplify and assist teachers in ensuring that they cover an increasingly challenging range of historical skills and concepts.

Monitoring by the history subject lead shows a progression in conceptual understanding and perspective being taught. The curriculum map shows how whilst including a significant new emphasis on Bristol's history, the school also focuses on the national and international perspective. For example, local studies on Brunel, Victorian Bedminster and Roman Bristol run alongside the bigger international context for instance enquiries on Ancient Egypt and the Mayans.

There is a focus on linking the teaching of historical skills and knowledge with other aspects of the curriculum (see 3.4 Mayan overview), particularly English. In any cross-curricular work the history skills are always made explicit. For example, in a recent unit on the Great Fire of London cross-curricular English/History lessons were taught (see 3.3 Great Fire of London planning example). In year 6, historical fiction (the novel *Treason*) has been used to enhance both the teaching of history and literacy skills. Strong links are also made with geography, these have been strengthened by the new emphasis on local history. For example in year 2 children map Darwin's journey across the world, in year 3 children learn about the geography of Egypt and Greece while learning about the ancient civilisations and in year 5 children learn about the geography of the Mayan civilisation. Strong links are made between the teaching of art and history too. In year 3, children make replica Greek pottery. In year 4, children designed Roman villas and brooches. ICT and history skills are developed simultaneously for example in year 5, children used iPADS to produce a presentation to explain their findings from a local Victorian enquiry. Other cross-curricular projects have been planned, for example the maths subject lead for KS2 has been working with Arnos Vale cemetery and the Council in designing a workshop based on war graves. Examples of children's cross-curricular work is shown on the next few slides and also in 5.4.

3.3 Broad and balanced curriculum



History and ICT

Year 5 summarised their research using PicCollage after looking at extracts of the local census, the school's admission logbooks and having a visit from a local Victorian mine expert.

18.11.2015

1a: Using historical detail, I can recount a visit to the Roman baths 2000 years ago.

Can you use these historical words in your piece of writing about the Roman Baths?

caldarium ✓	frigidarium ✓	hypocaust ✓	strigil ✓
tepidarium ✓	Sulis Minerva	perfumed oil ✓	toga ✓

Yesterday, I had this crazy dream. I was on a school trip to the Roman baths. We had audio guides which told us all of information about the Romans. As quick as a flash, I fell asleep. Now everything changed. There were people everywhere, the building had been completely changed and people were chatting and relaxing in the pool with many others. ✓✓ Good opening paragraph.

"Slaves?" I said in astonishment to my best friend Dylan who travelled with me as well. It was slaves with ^{perfumed} oil and these Scrapey things that I think were called strigils. I walked round the building a bit more and I came across three rooms which are called: caldarium (hot room) Tepidarium (warm room) and Frigidarium (cold room). ✓

Their heating system was called hypocaust and it worked by pillars around and hot air would be made by a fire or furnace near and the warm air was trapped by pillars so it had to move up through the floor to warm it up. ✓✓

3.3 Broad and balanced curriculum

History/Literacy

Narrative writing using historically accurate content and terminology by year 4 following a visit to the Roman Baths.

3.4 Time Allocation

Staff take History, as a subject within the curriculum, seriously throughout the school. The focus on history has increased since the September 2014 curriculum, with new units and schemes of work being introduced. Every term, each year group carries out a significant history unit (see 1.4 curriculum map 2015-2016). Often these units form a focal point for the wider curriculum (see 3.4 Mayan overview).

Using enquiries based on detailed schemes of work provided enables teachers to do in depth work on different history units. This is concordant with a mastery based approach. Teaching history and English skills jointly enables teachers to devote more time to history. For instance, year 5 study Streetchild as part of their Victorian Bristol unit and in year 2 a study of Grace Darling is taught through a joint History/English enquiry.

3.5 Historical thinking – How well does the history curriculum develop historical thinking?

A clear path of progression in historical knowledge, skills and concepts is ensured through the schemes of work and the progression in skills document (see 1.3.1). Historical thinking has been a big priority as part of the whole school CPD (see 2.2 for more details on recent staff meetings). The balance between local, national and international is built into the schemes of work (see for example Local Victorian scheme of work which incorporates exploration of Bedminster in Victorian times but also an examination of Britain at this time and its position in the wider world).



Year 2 children develop chronological skills by sorting Edwardian, Victorian and modern holiday pictures.

3.6 Local Dimension

For the last two years the local dimension has been a major area for development; with new local schemes of work (such as Roman Bristol and Chocolate in Bristol) being developed specifically for use by the school.

The overhaul of the curriculum since 2014 has involved a substantially increased local dimension to the teaching of history. Local perspectives include:

Y1: Brunel enquiry with Bristol focus. Visit to SS Great Britain and visit to local Victorian school.

Y2: Great Fire of London involved a comparison of London and Bristol and work on mapping the local area with inputs from Bristol City Council town planners.

Major focus on Edwardian Clevedon as part of a unit considering Edwardian seaside holidays culminating in a fieldtrip by children dressed as Edwardian holidaymakers to Clevedon pier.

Y3: Stone Age to Iron Age unit includes discussion of local Iron Age hill forts and artefacts.

Y4: Roman unit includes substantial local focus on Sea Mills Roman settlement and Kings Weston Roman villa and archaeological remains. Investigation of Roman Bath culminating in fieldwork to Roman baths and museum in Bath.

Y5: Chocolate unit centres on an investigation of the Fry's factory in Bristol. Visit by retired chocolate factory workers using oral history to enable children to learn about experiences of working at Fry's.

Field trip to M-shed for workshop by museum staff on the story of Bristol and the chocolate industry.

Study of Victorian Bedminster as a local study with particular reference to mining in Bedminster. Visit by local historian to talk about Bedminster's mining history.

Work on project to design version of 1914 White City project at Ashton Court.

Y6: Local Show of Strength theatre company performing theatre piece at school as part of WW1 enquiry.

Crime and Punishment involved a study of the life of Bristol highwayman, John Poulter. Investigation into local prisons. Bus tour of historic crime and punishment sites in Bristol designed in partnership with the school and the Bristol open top bus company.



3.6 Local Dimension: Show of Strength theatre company on a local heritage walk with year 5. Actors acted out local Victorian stories, and a local expert from Heritage schools led the walk.

SS Great Britain Trip

What a wonderful time we had on our trip to the SS Great Britain! The children were engaged in an informative workshop about how the great iron ship was built and re-enacted the ships launch, in full Victorian regalia. Eddie, our tour guide, told the children many fascinating facts about the ship and relayed stories from the past. There were many highlights: exploring the upper class accommodation and, of course, the 'talking toilet'!!

Beech Class



3.6 Local dimension SS Great Britain trip as part of year 1 enquiry into Brunel.