

1.1 Understanding among pupils of the purpose of studying history.

At Ashton Gate all subject leaders are expected to carry out regular pupil conferencing to gauge pupils' levels of interest and engagement in each subject. The history subject lead carries out termly interviews with pupils from all year groups termly with a different focus each term.

Pupil voice is used by the subject lead to feedback to teachers in staff meetings and to inform the development of schemes of work; such as the recent development the Crime and Punishment scheme (see 1.1 Scheme of work Crime and Punishment). Children's views and interest in this subject were taken on board when this scheme was developed.

On the next couple of slides are some recent extracts from Pupil voice.



Y5 order events chronologically at the start of a Mayan enquiry.



Y3 carry out research into Athens and Sparta as part of their Ancient Greece enquiry.

1.1

Year 2 Extracts from Pupil voice

Enjoyment and understanding

- Theo C – I thought it was good to learn about the Great Fire of London as this was a big disaster that I didn't know about before.
- Flo – I liked making a film about going to the Edwardian seaside and being able to show it to my mum and dad.
- Ottilie – It was good to learn about a person like Grace Darling, a girl who did an unusual thing for when she was alive.
- Layla – It was fun to dress in Edwardian clothes and go to the seaside, it made us learn about what clothes Edwardian people would have worn.
- **Purpose**
- Amelie – I think it is important we learn about disasters in the past, like the Great Fire of London, so that we can learn how to make sure it doesn't happen again.
- Beth – It is fun and quite interesting to find out what happened in the past.
- Layla – It is important to learn about history because it teaches you about the world and how it has changed.
- William – You can learn about how famous people aren't just rockstars, they can be people like Edward Jenner or Lowry who have done something important in the past.

1.1 Year 5

Enjoyment and understanding

- Spike 'I really enjoyed the Vikings. We learnt about all aspects of Viking life and a Viking expert came in and showed us Viking weapons and how to make Viking chess.'
- Leyla 'I liked studying the Romans, we learnt about how different life would be if you were say a slave or a Roman warrior. I found that interesting.'
- Edie 'I loved the Egyptians, we had an Egyptian day where we carried out different activities to learn more about everyday life in ancient Egypt. We even made Egyptian food.'

Purpose

- Edie 'I think it is important to know where you are, who came before you'
- Leyla 'It helps you to know about famous landmarks.'
- Spike 'It is important to know when things were invented.'

Year 6

Enjoyment and understanding

- Eden 'We enjoyed the Egyptians in year 3, we found it interesting to learn about how people lived so long ago'
- Jessie 'We liked doing the Egyptians because you could look at the archaeology and the writing and realise how actually they were quite modern'
- Gabriel 'I really enjoyed learning about Victorian Bristol, we learnt lots about the local area that we didn't know before. I knew there were coal mines but I didn't know how many there were, I didn't realise that actually they are underneath lots of buildings around us.'
- 'When we were doing Victorian Bristol we used the website Know Your Place, that was really good as you could zoom in and then look at different layers and find out how streets near us have changed since Victorian times.'

Purpose

- Eden 'It is important to know what happened before us'
- Jessie 'It is interesting to think about how calm and developed our lives are by comparison to some peoples' lives in the past'.
- Gabriel 'I think it makes us appreciate how things have changed, like you think about an ipad and how something like that has not been around very long and that say even just 100 years ago technology was very different. It helps us know about when things were created.'

1.2 How teaching impacts upon achievement.

Systematic monitoring by the history subject lead includes lesson observations, pupil conferencing, regular book scrutiny, regular planning scrutiny and learning environment audits. The history subject lead produces an annual action plan which is signed off by the SLT at the start of the year.

Observations look at the progress children are making in their history lessons. The quality of history teaching at Ashton Gate has been evidenced by recent observations carried out by the history lead alongside a member of SLT or an external LA adviser. Planning and work scrutinies are carried out regularly and feedback from these is provided.

Overall, the evidence from these demonstrates that teaching is ensuring that pupils are making outstanding progress in history lessons. This is supported by comments from the school's most recent Ofsted report, extracts of which are shown on the next page.

1.2 How teaching impacts on achievement: Ofsted Report

The most recent Ofsted report for Ashton Gate was in 2012 (See 1.2 Ofsted Report). In all aspects and subjects the school was judged to be outstanding.

Relevant comments include:

“The progress that children make in English and mathematics is outstanding and they use these skills across all subjects.”

“Regular assessments are used to drive academic standards in all subjects.”

“Teachers are very imaginative in the way that they engage pupils, giving plenty of opportunity for pupils to articulate, develop and express their opinions.”

“Lessons provide high levels of challenge for pupils of all abilities; they are enjoyable and have excellent pace.”

“The most able are given opportunities to reach high levels of achievement across all subjects.”

“The leadership and management of teaching is outstanding so it continues to improve strongly.”

1.3 Teaching, Learning, Achievement and progression

In lessons pupils typically make outstanding progress, this is evidenced by lesson observations, work scrutiny, planning scrutiny and pupil conferencing.

To ensure progression throughout the school is in line with national expectations, the school uses a history skills progression document (See document 1.3.1 Skills Progression) to measure progress and make sure that teachers are planning lessons that teach a full range of historical knowledge and concepts. It also ensures that as children move through the school, history teaching is progressive and develops their knowledge, skills and understanding. The school's approach to assessment (outlined on slide below) ensures that progress is measured effectively across historical skills and concepts.

Progression in the use of resources is mapped throughout the school (see document 1.3.4 Historical Resources at a glance). By the end of their time at Ashton Gate there is an expectation that children will have had access to a wide range of historical resources.

1.3: Teaching, Learning, Achievement and Progression: Assessment in KS1 and KS2

The assessment of history at Ashton Gate has been reviewed since the 2014 curriculum was introduced to ensure that it further helps teachers to identify which historical skills and concepts have been covered and to identify priorities for further work. New year group assessment sheets (documents - 1.3.2 Year Group assessment sheets), have recently been developed which are completed at the end of each unit of work. The text below summarises the school's approach to assessment of history.

Assessment of history at Ashton Gate Primary School

- Children's history work is assessed three times a year. Each unit of work concludes with an assessment opportunity, which in turn answers the overriding historical enquiry which governs that particular unit of work. This enables children to demonstrate what they have learnt over the course of a unit; and enables teachers to assess their progress in key skills and conceptual knowledge against the expected standard so teachers and parents/carers know how much and how well their children are learning in this subject area. This assessment also supports teachers in knowing how to adapt their planning to enable further progression in understanding and skills for the next unit of work taught.
- A progression of skills and conceptual knowledge has been written outlining what is expected of children in each year of their primary education. It is anticipated that most children will be working at the 'secure' standard by the end of the year, but some may be 'developing' their skills and understanding, whilst others may be working at a more advanced 'mastery' level.
- Once a year, in line with other foundation subjects, the profile of history teaching is monitored throughout the school, by the history leader in association with SLT. This includes a planning scrutiny, work sampling and lesson observations, which is triangulated and then in turn informs future CPD and support. Children's work is also moderated within school on an annual basis to ensure consistency of expectation and in association with a partner school once every two years.
- The school's approach to assessment, skills progression and marking all relate. With each year's assessment sheets(1.3.2) covering the skills outlined on the skills progression document (1.3.1). The marking guidance supports teachers in developing these skills (1.6).

1.3 Teaching, Learning, Achievement and Progression: Assessment in EYFS

At the end of their time in the EYFS 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.

Children are assessed against the following:

The world

Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.

Can talk about some of the things they have observed such as plants, animals, natural and found objects.

Early Learning Goal (ELG) – Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why somethings occur, and talk about changes

People and communities

Shows interest in the lives of people who are familiar to them.

Remembers and talks about significant events in their own experiences.

Recognises and describes special times and events in family life.

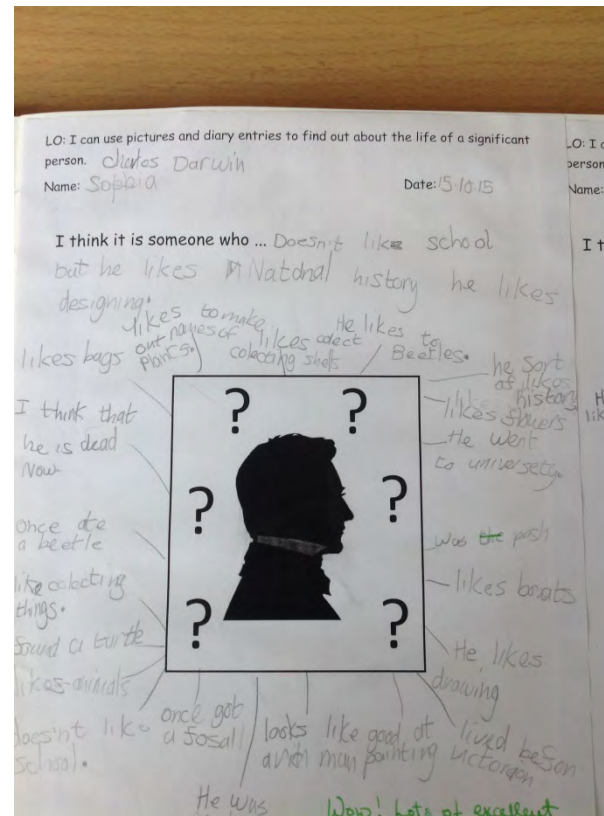
ELG – Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Currently at least 85% of children are on target to reach a good level of development within understanding the world, by the end of the year.

1.4 Teaching and Resources

At Ashton Gate there has been a focus to make all history enquiry based and localised where appropriate. Each enquiry has a scheme of work that has either been written by the Historical Association, the history subject lead or by the Local Authority in partnership with the school. As part of this, innovative new enquiry units have been introduced, many of which are tailored specifically for the school and include the use of local heritage resources. Examples of new innovative units include the Crime and Punishment through time unit in year 6 (see scheme of work), the Bristol based Roman scheme of work and Darwin enquiry in year 2. See 1.4 Curriculum map for a full list of historical enquiries at the school.

Y2 start a Darwin enquiry by exploring different sources and trying to make inferences about who they are going to learn about.



1.4 Teaching and Resources

An example of the school's innovative approach to new localised enquiries is provided by the introduction, in year 5, of a new Victorian Bedminster scheme of work written by the history subject lead which enables year 5 children to explore the school's local history. This includes a visit from a local mines expert and a walking theatre production based on characters from Bedminster's past.



Y5: Show of Strength Theatre on interactive theatre walk with year 5, as part of their local Victorian enquiry.



Y5: Work produced on Bedminster's mining industry in the 19th century, following visit from local expert.

1.4 Teaching and Resources.

Extract of planning – How have toys changed over time? This year 1 enquiry includes a comparison between significant individuals and an exploration of the role of Aardman, local to Bristol.

HISTORY Theme: Toys through time.	Learning objective: To understand the difference between the past and present.	Learning objective: To understand the differences between the past and present. To learn about the lives of significant individuals.	Learning objective: To understand the difference between the past and present. To sequence artefacts	Learning objective: To understand the difference between the past and present. Similarities and differences.	Learning objective: To recognise the difference between past and present	Learning objective: To have a greater sense of time.
Enquiry Question	What do we know about toys? What toys did you have when you were a baby/toddler?	Why was Ole Kirk Christiansen important to toys?	How do they work? Why are they different? Which toy have they used?	What was the importance of John Spilsbury?	Types of toys, how have toys changed. Source of evidence Sort old/new boys vs girls rich vs poor	Toys How do you think toys will change in the future?
Context ourselves.	Toys from the past	Toys—History of Lego	Toys	Toys—History of the jigsaw	Toys	Toys from Bristol
Skills	Observing similarities and differences.	Ordering toys chronologically.	To identify differences between past and present	To identify differences between the past and present	Find answers to simple questions about the past.	To identify differences between past and present
Strategy	Brainstorm children's ideas—what were toys from the past like? What are toys like now? How are toys different? Look at toys pp. Children to discuss which toys they think are from the past and present. Look at sim/differences.	What have we found out about toys from the past? Watch video—history of OKC Lego toy maker. Activity: Ask children to look carefully and notice how lego toys have changed. Order pictures chronologically.	Children explore examples of old and new toys. Sequence a toy which was popular in the past and is still popular today eg. car	Have you ever completed a jigsaw? Explore jigsaws in the class. Use powerpoint of the history of jigsaws as a discussion point. What did John Spilsbury do for jigsaws? Make a list. Compare with Ole Kirk Christiansen	Which toys from the past are the same as today? Use espresso to explore old and new toys. Notice differences with toys - girls / boys, rich/ poor (see Victorian toys bbc website) Describe difference and similarities. Sort old and new toys on IWB. Print	To look at Aardman and the toys that they have generated over time. Aardman timeline. Design a toy for the future Greater sense of time
Significant Individuals		Ole Kirk Christiansen	Grandparent visit to discuss toys from the past			

1.4 Teaching and Resources: enquiry

History lessons across the school are enquiry based and show a focus on investigative learning. See, for example, lesson observation evidence 1.2.1-1.2.3 and 1.2.4-1.2.5 planning scrutiny evidence.



Y1: Inferring and asking questions of Victorian artefacts as part of Brunel enquiry which follows the HA scheme of work.



Y2: Chronologically sorting pictures of holidays from the past at the beginning of a unit into Edwardian seaside holidays written by the history subject lead.

1.4 Teaching and Resources: use of local historic environment

The school focuses on using the local historic environment to enhance learning. For example, in year 1, as part of the Brunel enquiry they visit the SS Great Britain and a local Victorian school. In year 2, having researched Edwardian holidays and a local resort the children dress as Edwardian holiday makers and go for a day out to Clevedon.

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



Year 1 – SS Great Britain . The children participate in workshops and explore the museum.



Year 2 – Edwardian holiday to Clevedon. The children visit the pier and a local expert discusses Clevedon's history.

1.4 Teaching and Resources: use of local historic environment

In Key Stage 2, trips include visits to the Roman Baths, a Victorian Bristol local walk with the Show of Strength Theatre Company, a Chocolate workshop at M-shed as part of their unit into the history of the Bristol's chocolate industry and a Crime and Punishment open top bus tour of Bristol.



Y6: Show of Strength theatre workshop and show as part of WW1 enquiry.



Year 5 Chocolate workshop at the M – Shed as part of their local history of chocolate enquiry



Gorely, Michael <Michael.Gorely@HistoricEngland.org.uk>

Fri 29/05/2015 11:10

Inbox

Mark as unread

To: ☐ Rachael McAleavy;

■ You replied on 04/06/2015 15:34.

Hello Rachael

I hope you are having/have had a lovely half-term break. I wanted to give you first refusal on a Heritage Schools opportunity that is coming up later in the summer. I have been working with Southville Primary School creating a heritage walk in the Bedminster area with a Victorians theme. I have managed to get the Show of Strength Theatre Company involved so that actors will appear at certain points on the walk telling local stories.

1.4: Teaching and Resources: use of local historic environment

Email from local English Heritage link about Show of Strength Theatre heritage walk . This involved working alongside another local primary school.

1.4 Teaching and Resources: local heritage providers.

The school has links to many local heritage organisations; for example the school is now part of English Heritage's Heritage School project. Recently, the school piloted a new archaeology super day event run by Bristol City museum.

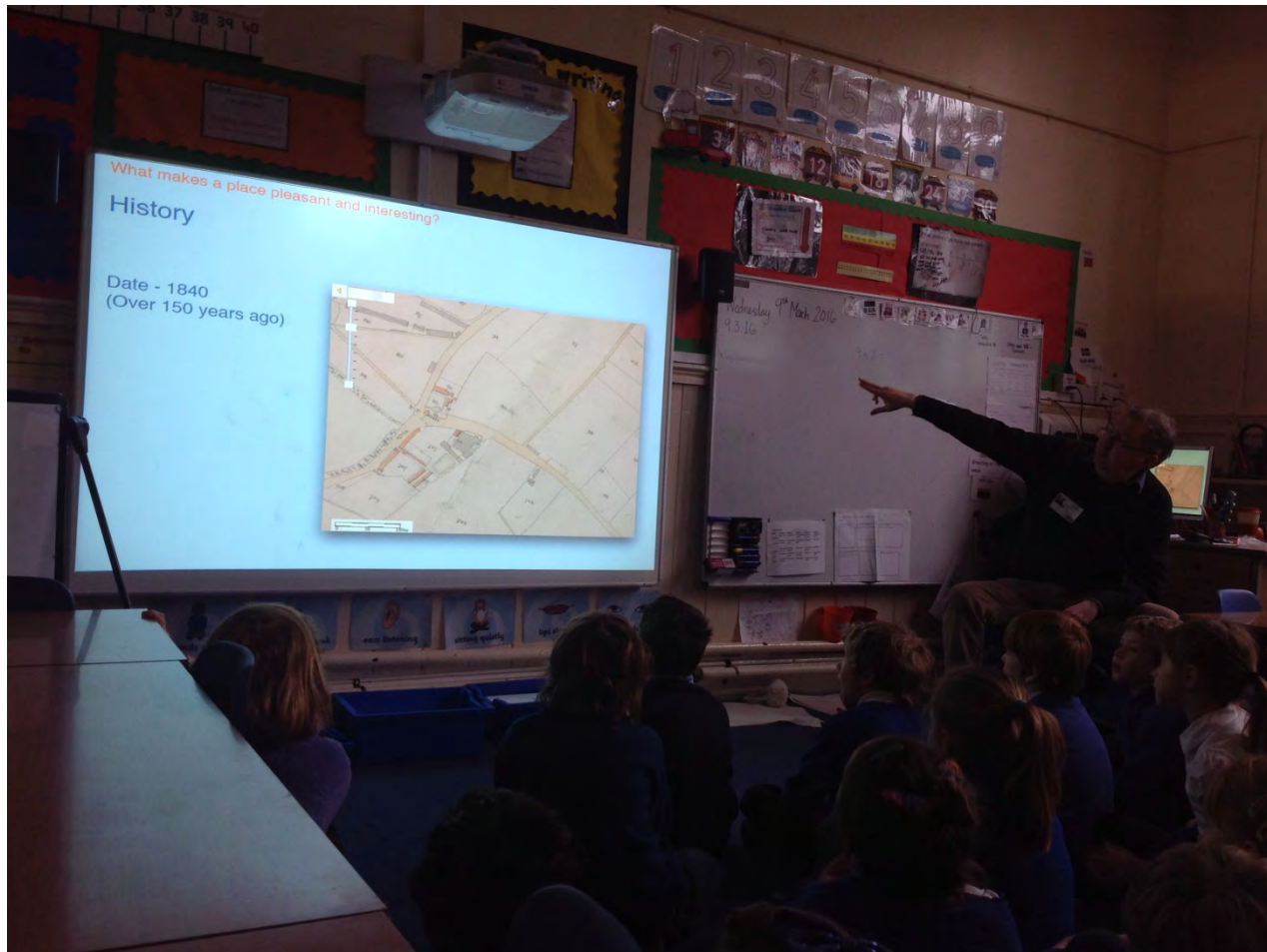
The school has also developed links with the local bus top tour company and as part of this worked alongside the company to set up a Crime and Punishment open top bus tour around Bristol which the school is piloting. Another link has been made with a local heritage organisation working on the history of the area around Ashton Court. As part of this, in the summer year 5 will be making a Minecraft version of the White City (part of Bristol's post ww1 history).



Y4: archaeology day in partnership with Bristol City museum.

1.4 Teaching and Resources: community

The school also uses the expertise of parents to enhance and enrich lessons. In year 2, a visit from parents working as town planners from Bristol City Council enhanced a Great Fire of London enquiry. Links were made between how Bristol was planned and built and how Christopher Wren planned a new London after 1666.



1.4 Teaching and Resources: classroom environment.

Across all year groups the classroom and school environment is used to promote curiosity and interest in history. In the libraries, timelines of famous books and authors are used. In other communal areas, displays about the history of both school buildings are used to encourage interest in the local environment. In classrooms, book corners and interactive displays promote children's interest in the units they are studying.



Year 3 Ancient Greek display

1.4 Teaching and Resources: classroom environment

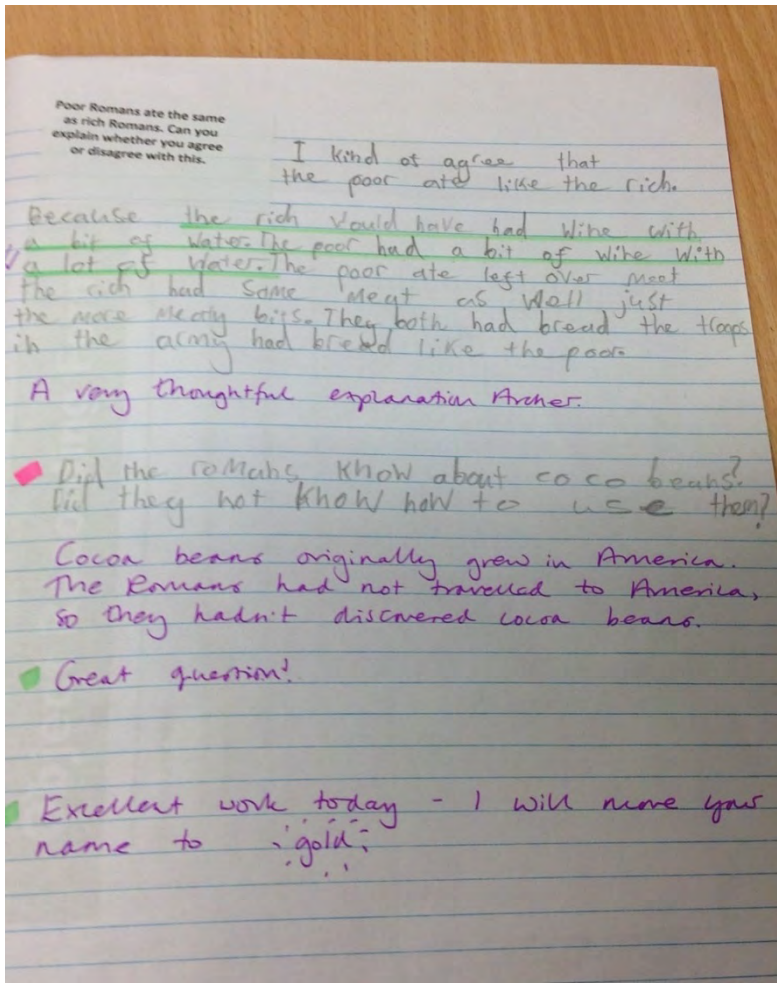


A display in a communal area about the history of the school building.

1.5 Informed learners: enquiry

At Ashton Gate, history is now taught on an enquiry basis. All units have a main enquiry question and sub-questions which the children investigate and explore. This is monitored in planning and work scrutinies as well as observations.

Across the school, children are regularly engaged in considering historically valid questions and are encouraged to ask their own questions of sources and events of the past.



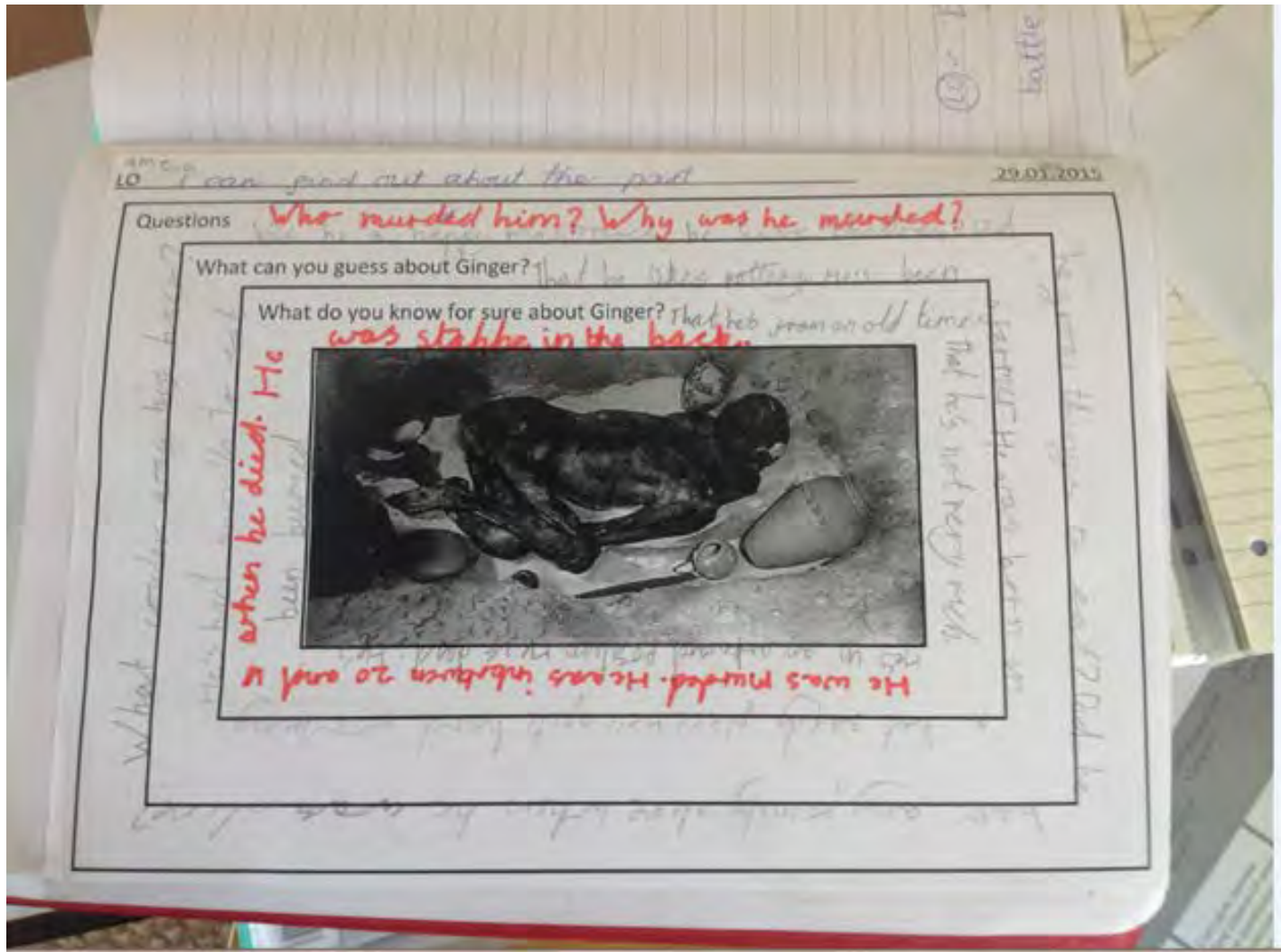
Y4: Enquiry into the impact of Roman foods on what we eat today.

This work shows children posing questions to the teacher: **Did the Romans know about cocoa beans?**

The teacher then responds to the question.

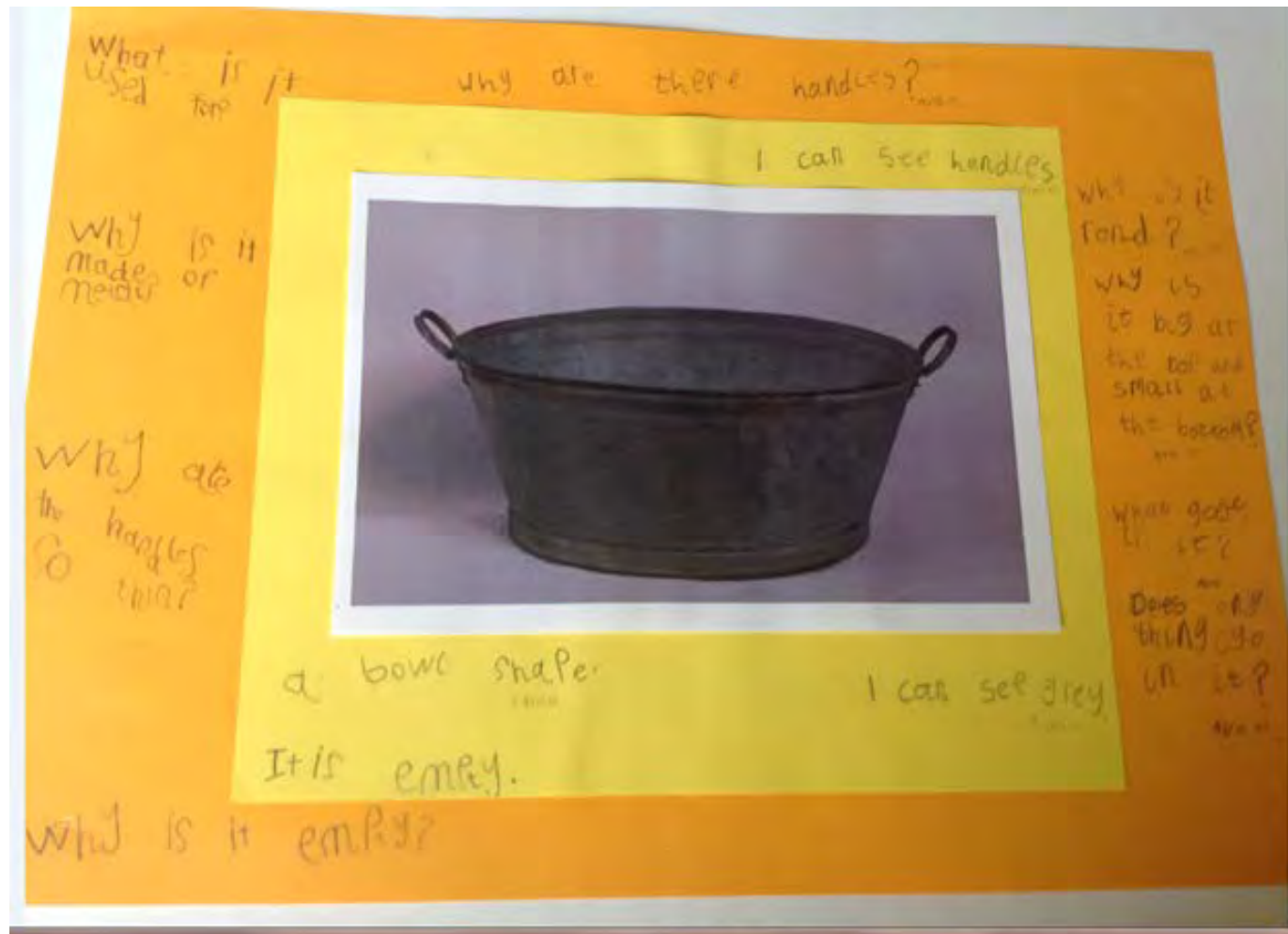
1.5 Informed learners

Y3: In this piece of work, the children ask questions of archaeological remains as part of Y3 Ancient Egypt enquiry. This enquiry uses a 'layers of inference' sheet (from a HA conference talk) which was demonstrated in a staff meeting and then used across the school.



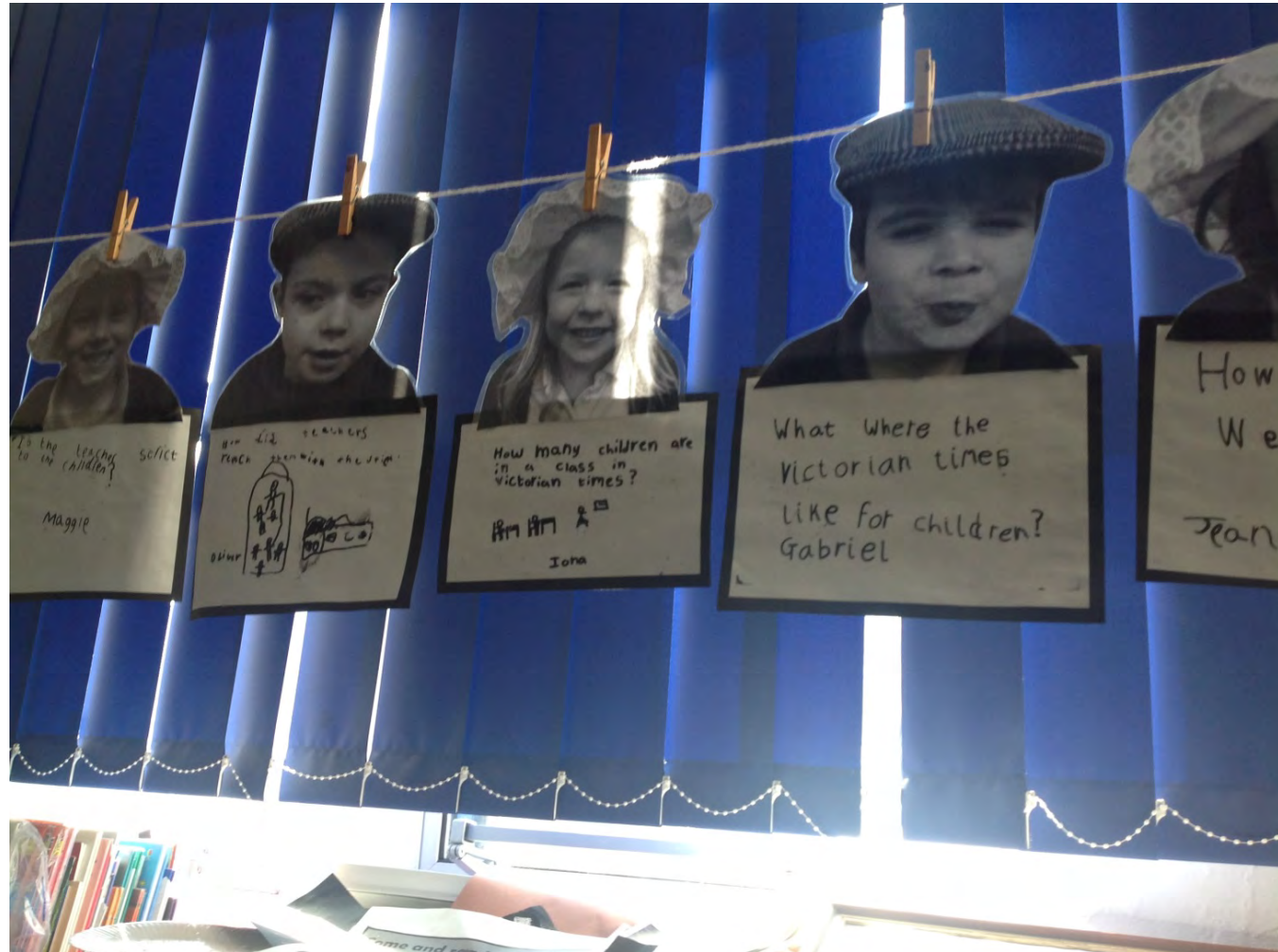
1.5 Informed Learners

Y1: Children drawing conclusions and asking questions of Victorian artefacts using the 'layers of inference' sheet.



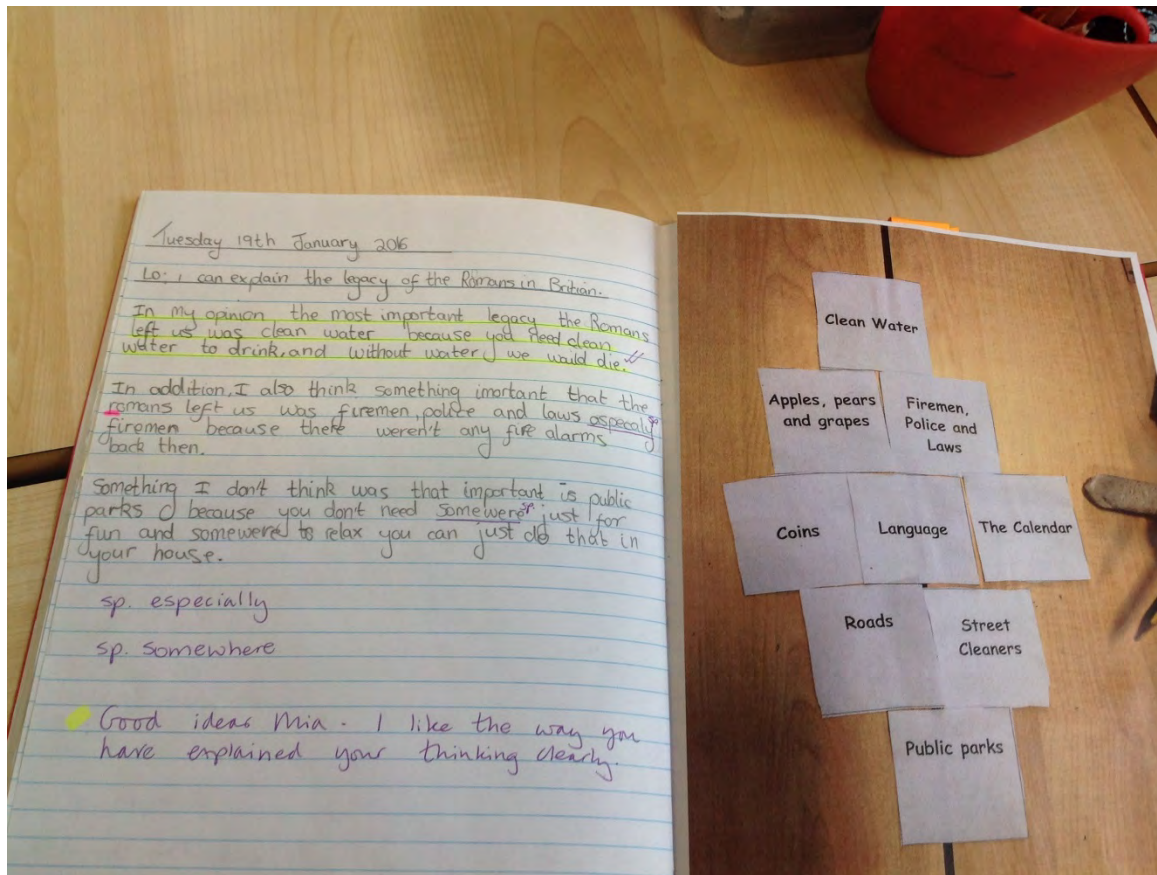
1.5 Informed Learners

Y1 children ask questions they would like answered as part of their Brunel enquiry.



1.5 Informed Learners

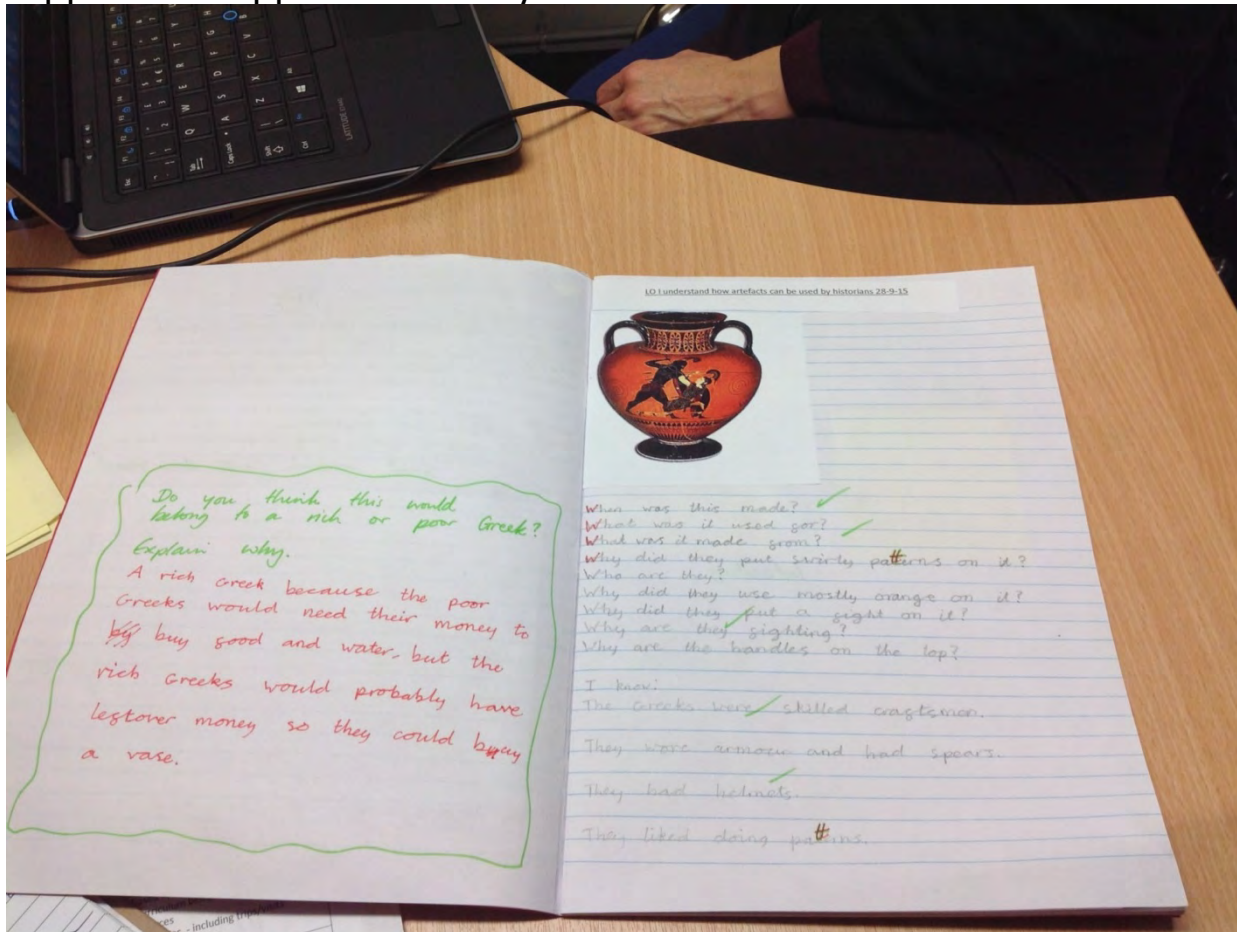
Children's historical skills and concepts are developed through answering historically valid questions. These are communicated through writing, role play, use of ICT and in other forms.



Children consider and respond to questions about the greatest legacy of the Romans.

1.6 Marking and feedback

Effective marking and feedback in all subject areas is a major whole school priority at Ashton Gate. Ofsted's latest report identified it as a strength. At a staff meeting in October 2015, history marking and feedback was highlighted as an area in which the staff wanted further guidance and clarity. Following this, new history marking guidance was written to ensure that history specific marking could be carried out effectively (see 1.6 Marking Guidance). The whole school "Detective Dog" approach expects pupils to review their own work and those of their peers; this approach is applied to history.



Evidence of pupils responding to marking which encourages historical thinking – Y3:
Do you think this would belong to a rich or poor Greek? Why?
Pupil providing an extended response.

28.06.16

Lois I can write a historical Diary.

Dear Diary,

Today was so ^{tiring} I spent ages going up and down the hills carrying the ^{rocks}. The workers came to call me. I dragged myself out of bed to get ready.

When the workers called me it was straight to work. After that we were pulling the ^{baggans} with the rocks on top. Suddenly the hard, long ropes cracked. Rocks fell off when we were ^{right} at the top. The rocks were called ^{lime stone}. Suddenly I heard a voice coming from the pharaoh.

When I got to the pharaoh's ^{patace} ^{patace} pyramid I got shipped on the back five times after a day of work I was sweating with the horrible ^{sweat} dripping down my face. My back was red with patches of blood. After a day of work I went to wash in the Nile.

Once I got to the Nile and had a wash I thought that I could ^{actually} be brave and go back. The rope broke because I was pulling too hard and that's why I ^{was} ^{sweaty} ^{sweaty}.

When I got back to work I passed the point I got to last time because I went a different way to everybody else. After a hard day as work I had built half a pyramid now I'm going to sleep Z Z Z Z Z Z Z Z Z Z.

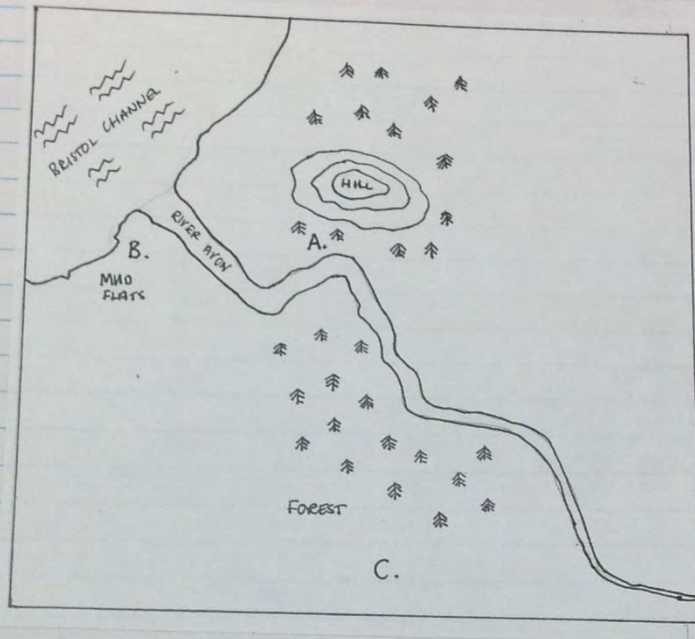
Peer detecting by Greya Sims

You have used the historical words: lime stone, pyramid, pharaoh, Nile, rocks

Great historical detail!



Monday 28th September 2015
 I can use evidence to explain where Romans lived in Birtol.



1.6: Marking and Feedback

Y4: Responding to marking which encourages historical thinking – **Why is a supply of wood important?**

If I were to set up camp in Birtol, I would choose site A because it has good water supplies, wood, shelter and defensive hills. Soldiers would need good water supplies, wood, shelter and defensive areas because if they did not have these things they would eventually die and in site A there is all of these things. Therefore, good water supplies, wood, shelter and defensive hills. Also it would be important to have the river Ayon for a water source so I would look for a site with

Q Why is a supply of wood important?

so you can make a fire to keep warm and so you can toast your food. P10