

## **4.1 Comparisons to relative starting points.**

Progress in history is carefully tracked through both the progression in skills document (see 1.3.1 Skills Progression Ashton Gate) which maps out the progression in historical knowledge, skills and concepts at Ashton Gate. Progressive challenge in history is also made explicit on the assessment sheets completed by each year group (see 1.3.2 assessment sheets for each year group).

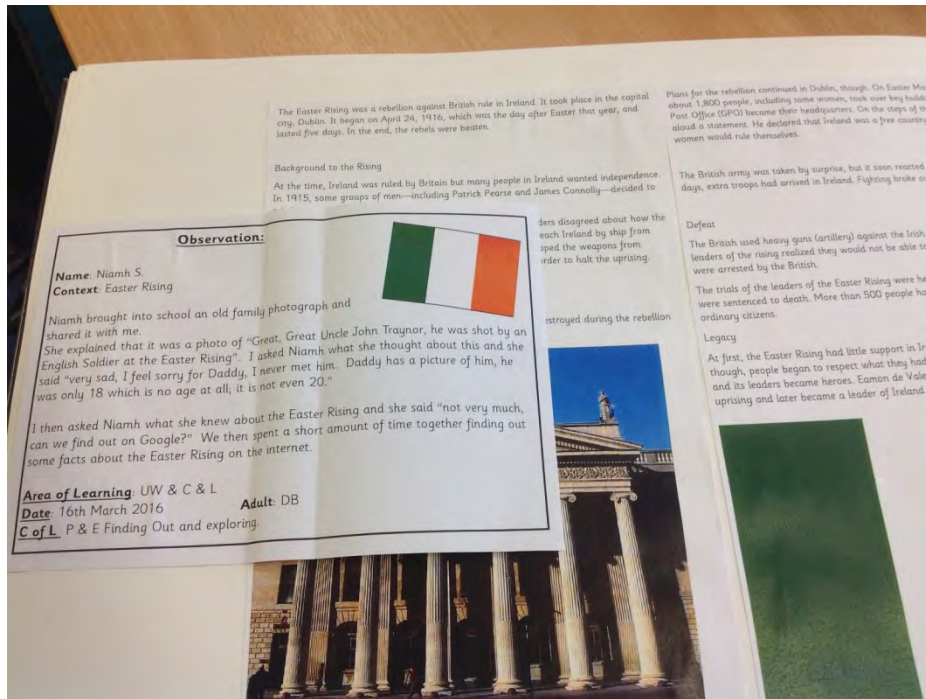
Progression in history is also carefully monitored by the SLT and subject lead through regular observations and scrutinies.

For the academic year 2015-2016, 85% of children in the EYFS are on track to meet their understanding the world Early Learning Goal. By the end of KS1, 86% of children are on track to be secure to meet national expectations in history, with a high proportion of the remaining children being made up of SEN or EAL children. By the end of KS2, 92% of children are on track to be secure in the knowledge, skills and understanding required under the history curriculum with those children not on track identified as being EAL or SEN.

**Progression of historical skills and understanding is evident from children's books. Over the next few slides there follows a sample of work from each year group which shows the progression in asking and answering questions using sources from the past.**

## 4.1 Comparisons to relative starting points: EYFS

In EYFS, children's interests lead to examination by certain children of periods of history that interest them or have a personal relevance.



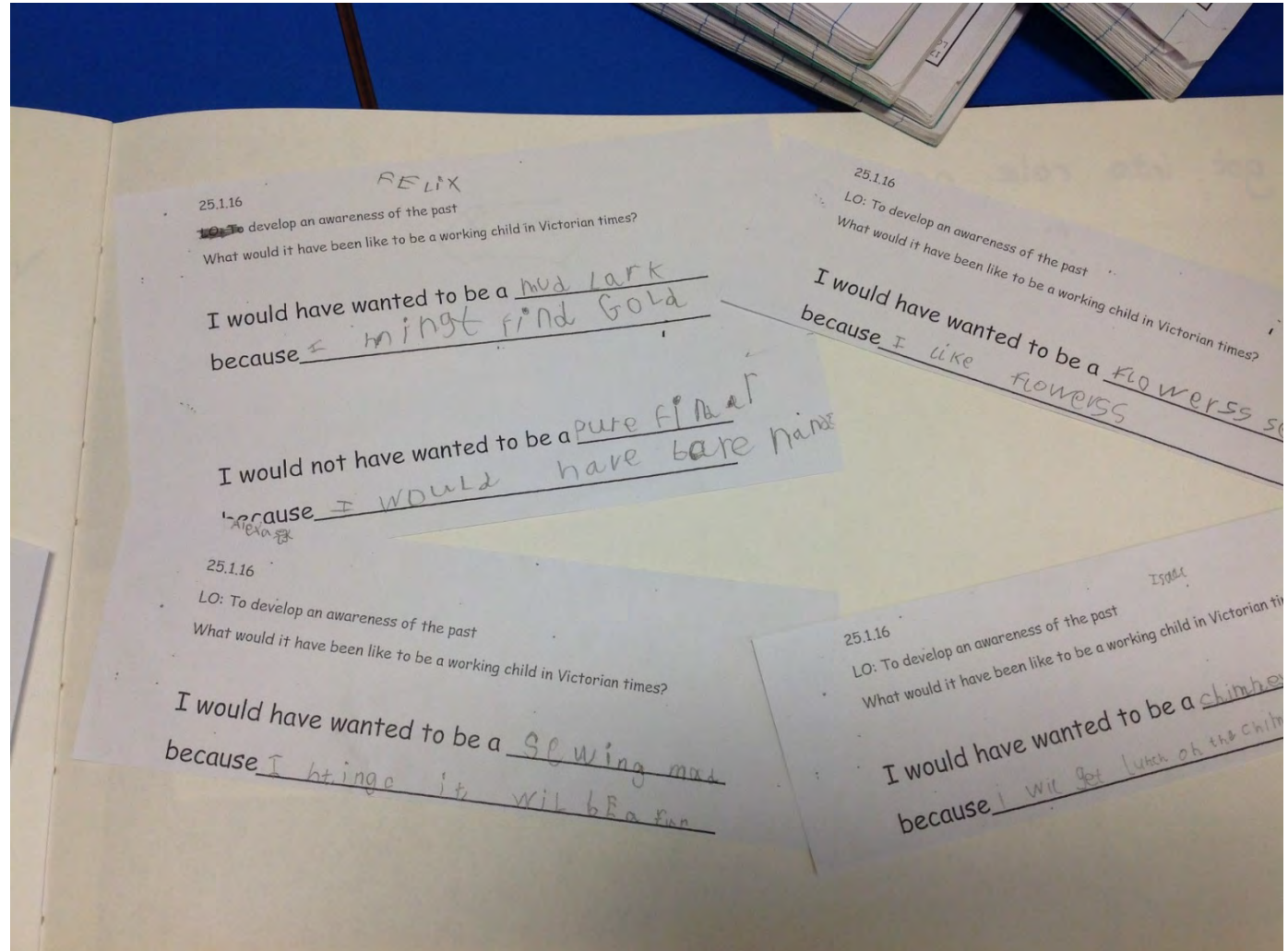
Child's response to  
a whole class  
archaeological dig.

In this instance, a child brought in information about a relative involved in the Easter Rising which led to research.



## 4.1 Comparisons to relative starting points: Y1

Y1: After looking at evidence about the jobs carried out by Victorian children, the children considered what it would be like to perform these jobs.





## 4.1 Comparisons to relative starting points: Y1

Y1: Children asking questions about Brunel as part of beginning of Brunel enquiry and responding to marking.

18.1.16-19.1.16

English LO: To learn on what they already know or on background information and vocabulary provided by the teacher.

LO: To punctuate sentences using a capital letter and full stop or question mark.

History LO: To learn about significant historical people in their own locality.

LO: To learn about events beyond their living memory.

The children were presented with a set of pictorial clues to guess the famous Victorian inventor. They went onto discussing what an inventor is and produced a class/group sentence. (18.1.16)

The children were asked to generate questions they would ask Brunel about his life, designs or accomplishments. (19.1.16)

Peer detecting by off/on

You used question marks correctly in 4 questions.

1 I think its 6!

Who did Brunel's dad want him to be an engineer? Who did Brunel carry his food under his hat? Why did he smash the wall to make a tunnel? Why did he make a tunnel at box? How did his top hat stay on? Why did Brunel's dad make him draw lots of circles?

Which do you want to find the answer for today?

21.1.16

History LO: To learn about significant historical people in their own locality.


To learn about events beyond their living memory.

To gain historical perspective by using short term timescales

English LO: Drawing on what they already know or on background information and vocabulary provided by the teacher

You worked well with your partner and read the information on the dates.

Now, research Brunel and find a fascinating fact Brunel was born nearly two hundred years ago.




LO: I can use pictures and diary entries to find out about the life of a significant person. Charles Darwin  
 Name: Sophia Date: 15.10.15

I think it is someone who ... Doesn't like school but he likes National history he likes designing likes to make out names of plants. He likes to collect shells / Beetles. he sort of likes history He likes flowers He went to university. was the posh likes boats He likes drawing looks like good at painting Victorian

I think that he is dead now. once ate a beetle like collecting things. found a turtle likes animals doesn't like a fossil. He was

Wow! Lots of excellent

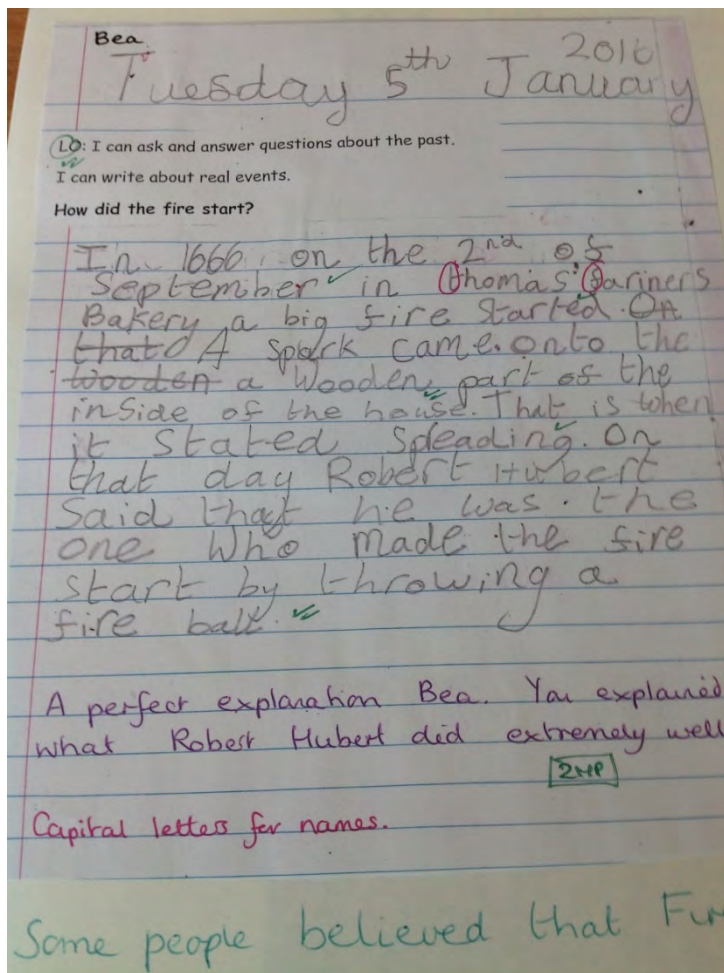


## 4.1 Comparisons to relative starting points: Y2

By year 2, children are expected to use an increasing range of primary to communicate their responses more independently.

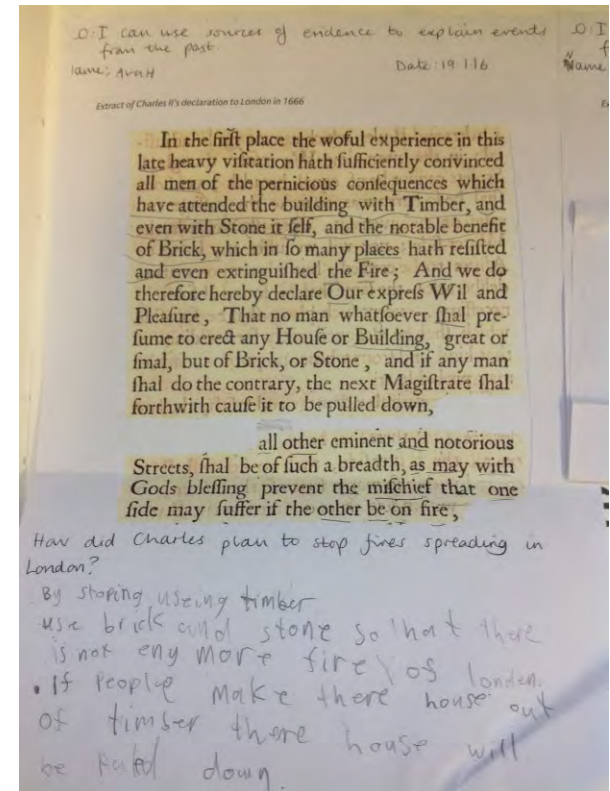
This piece of work was carried out at the beginning of the Darwin enquiry. Children looked at a range of picture sources and extracts from Darwin's diary without knowing who they were investigating and tried to piece together what kind of a man he was.





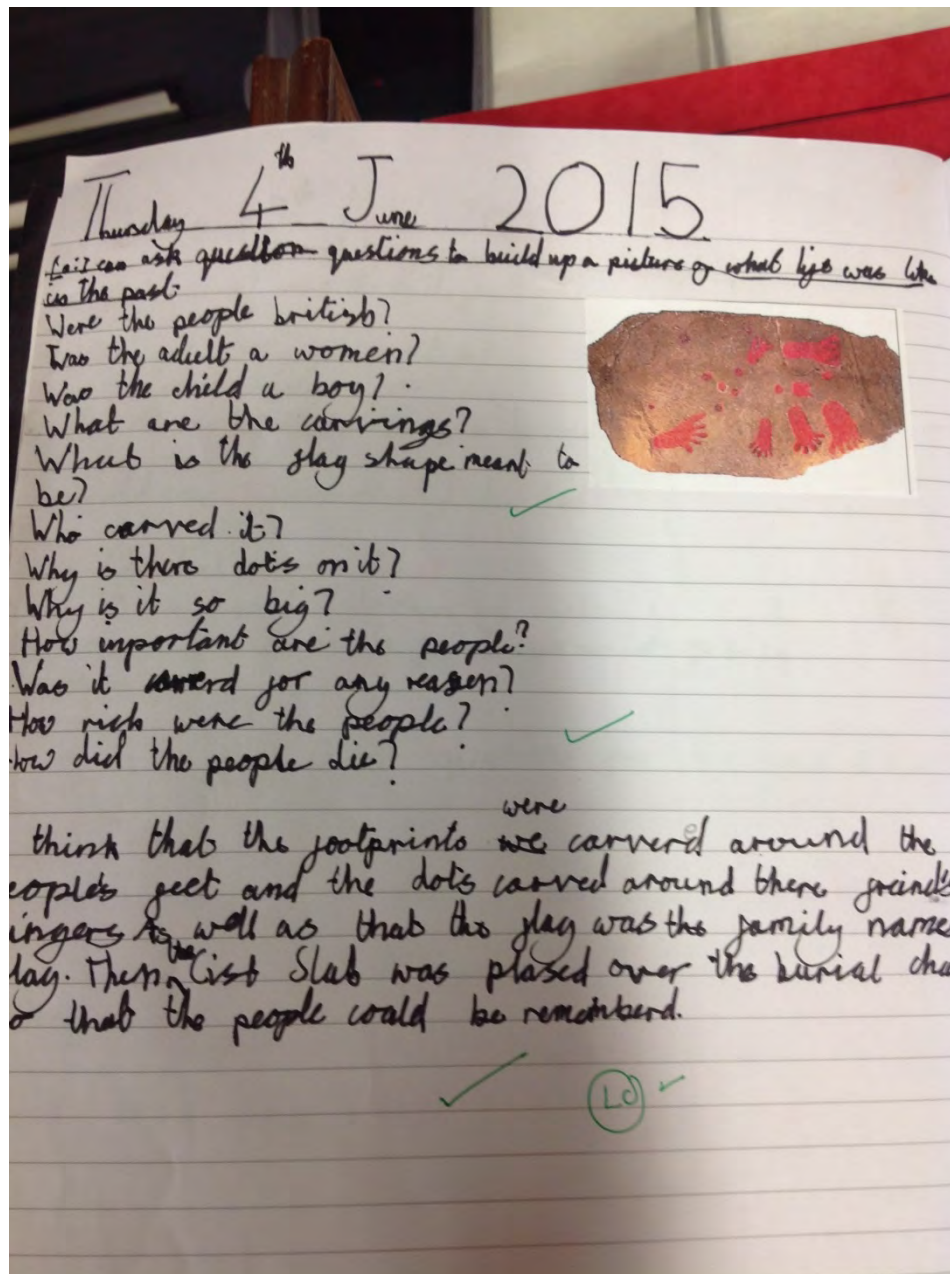
## 4.1 Comparisons to relative starting points: Y2

By year 2, children develop their understanding of historical concepts such as causation and use a wide range of primary sources.



Children investigated theories about why the fire had started that people believed in the 17<sup>th</sup> century, then explored the real cause of the fire. They communicated their responses in answer to the question.

Children used an extract of a speech by King Charles to work out what happened after the fire.



## 4.1 Comparisons to relative starting points: Y3

In year 3 children broaden their range of sources by using archaeological as well as written and pictorial sources. The development of their historical skills is evident in their ability to ask more pertinent historical questions, for example "How important are the people?" and to draw their own conclusions based on the evidence they have seen.

As part of their stone age to iron age unit, children explored the Pool farm slab (a neolithic stone with mysterious footprints).



LO: I can explore the question 'Who were the greatest builders in the world?' 11.01.16



were white.

This is a pyramid. It was built in 2,600 BC. I think you had to use the stones on top of each other. The top was gold and silver and the stones



Steps.

This is Teotihuacan. It was built in 100 BC. I think the people who built it copied the pyramids with the big base a all the little



This is a colosseum. It was built in 80 AD. I think the people who built it copied the stone henge because the stone henge was built in a circle.



This is the Stone henge. It was built in 2,500 BC. I think it was hard for the people to build the Stone henge because they had to lift all the stones from wales to Wiltshire where they built the Stone henge.

P.T.O - D

## 4.1 Comparisons to relative starting points: Y3

During year 3, children begin to widen their international perspective with particular a focus on ancient civilisations.

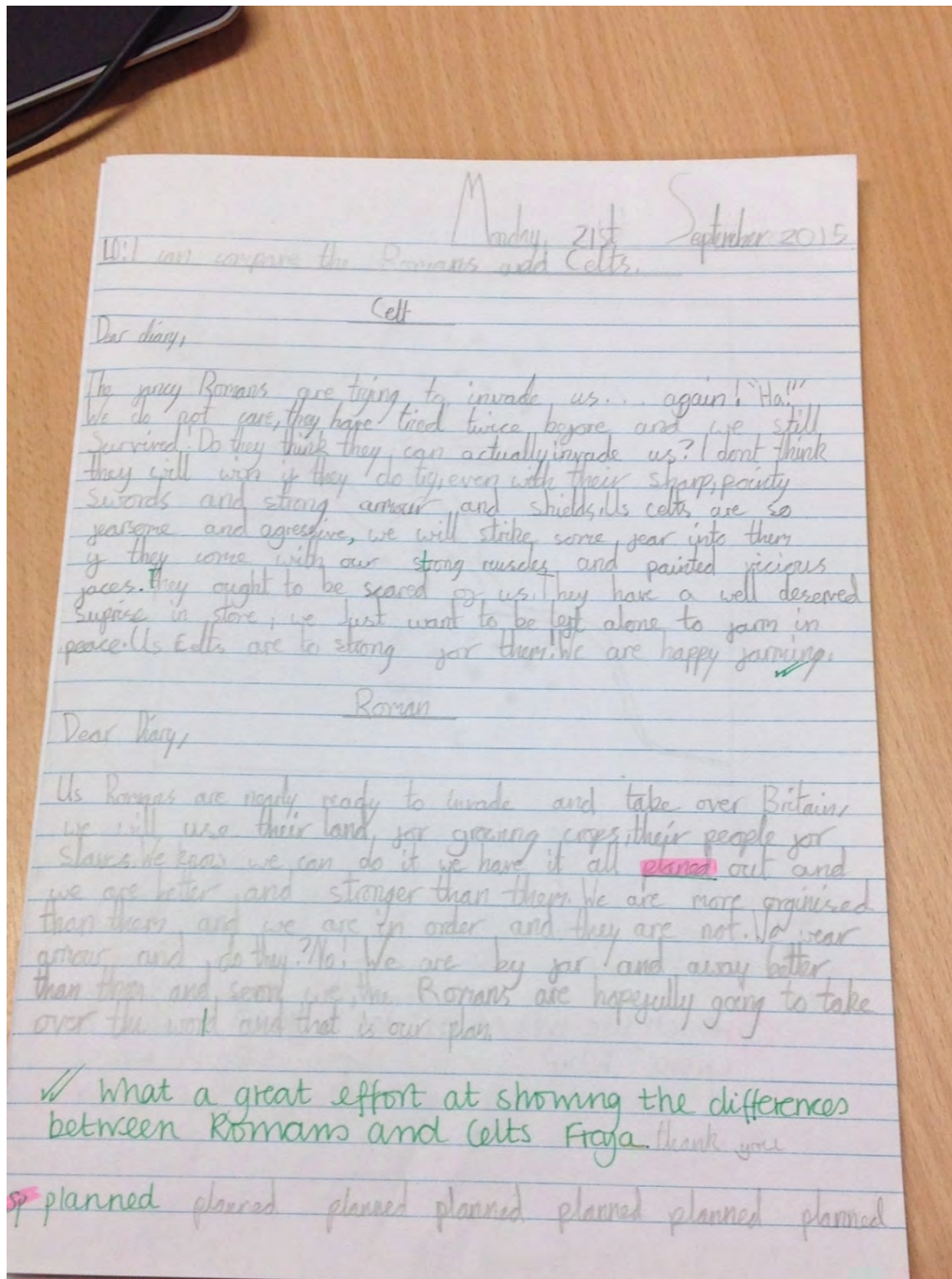
As part of their unit on Ancient Egypt, the children develop an understanding of civilisations across the world at this time.



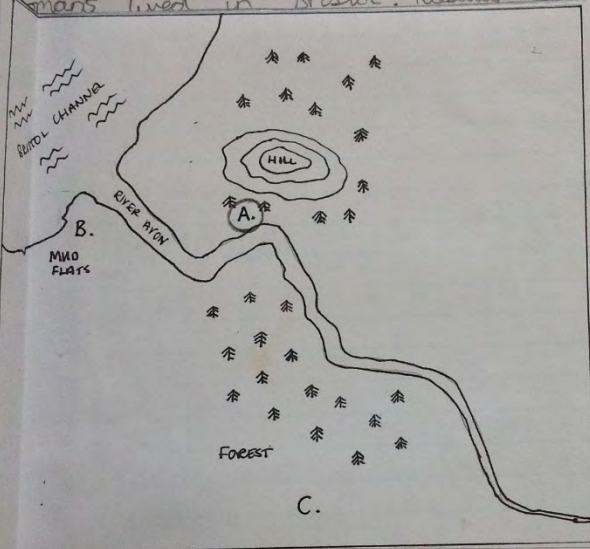
## 4.1 Comparisons to relative starting points: Y4

By year 4, children are increasingly making links and connections between the different people and periods studied. For example, by exploring the relationship between the Romans and Celts and the differences in their lifestyles.

This diary entry demonstrates the development of children's ability to draw historically valid comparisons between the lifestyle of the Celts and the military strength of the Romans.



I can use evidence to explain where  
Romans lived in Bristol. Tuesday 29th September.



If I were  
to set up  
a camp in  
Bristol, I would  
choose Site  
A because it  
soldiers would  
need water  
and it  
would be  
tough for  
the enemy<sup>sp</sup> to  
climb up the  
steep hill  
and you have  
to live close

to water otherwise you might die. Also if the  
army came round the other way it would  
be hard for them to cross the river  
for the first few days. Besides in sight  
of their aren't any trees to cut down so  
you can make a warm fire to cook your  
food. And you wouldn't survive if you had  
rough food.

sp. enemy

Excellent explanations Mia!

## 4.1 Comparisons to relative starting points: Y4

Children use maps of local area to consider where and why the Romans settled in particular locations. This supports the development of their reasoning skills.




**4.1 Comparisons to relative starting points: Y5** In year 5 the children carry out a study of what life was like for children in Victorian Bristol.

As part of this they explore the works of George Muller, who ran an orphanage in Bristol. The children explore a range of primary sources and draw conclusions from these. Children are able to make more detailed analysis of the sources and draw theories and conclusions about life from these. Comparisons are then made with Barnados.


Monday 18<sup>th</sup> May 2016  
 LO: I can select and organise relevant historical information.

When he was young, George Muller was very irresponsible and selfish, he stole money from his tax collecting dad and friends. He was born in 1805 and had a house in a house in Prussia, Kroppland, Germany.



But when he got older he considered homeless children and ran his first home in Bristol, Wilson Street 1836.



Amazingly, neighbours surrounding the orphanage complained and all three of the orphanages had to move with all 61 children.



They then all moved to a big complex, Askray down and built one big house to start with.

P.T.O.

A bit later in life, George Muller decided to expand the houses and in total built 51 houses and helped many children.

The orphanages, which provided beds, had 40 beds in a dormitory which had to be shared by two people. However the boys got a dormitory of 40 beds but a bed each. There were also infant cots, everyone was kept separate.

All of the clothes would be numbered 1, 2, 3 for different days. In every orphanage there were 6 washing maids who collected the clothes to be washed.

To keep healthy, George Muller thought that being outside reduced the risk of being unhealthy.






All of the children learnt trades and jobs for later life when adults.

Muller died in 1888.

separate separate separate separate  
 irresponsible irresponsible irresponsible irresponsible

How is the orphanage different from a workhouse? Name 3 reasons.

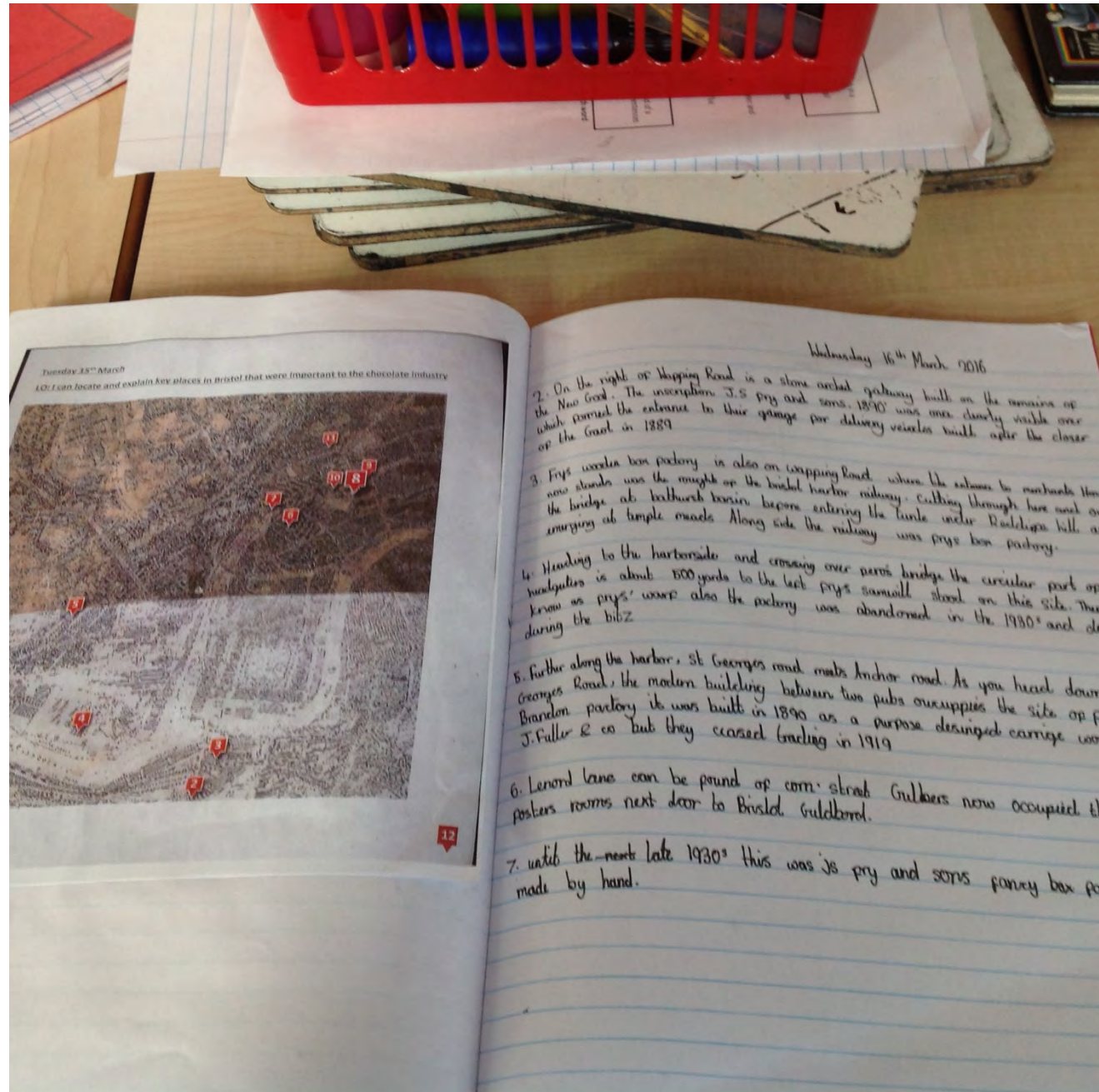
Kids get treated better in orphanages. Get freedom outside, get proper dorm



## 4.1 Comparisons from relative starting points: Y5

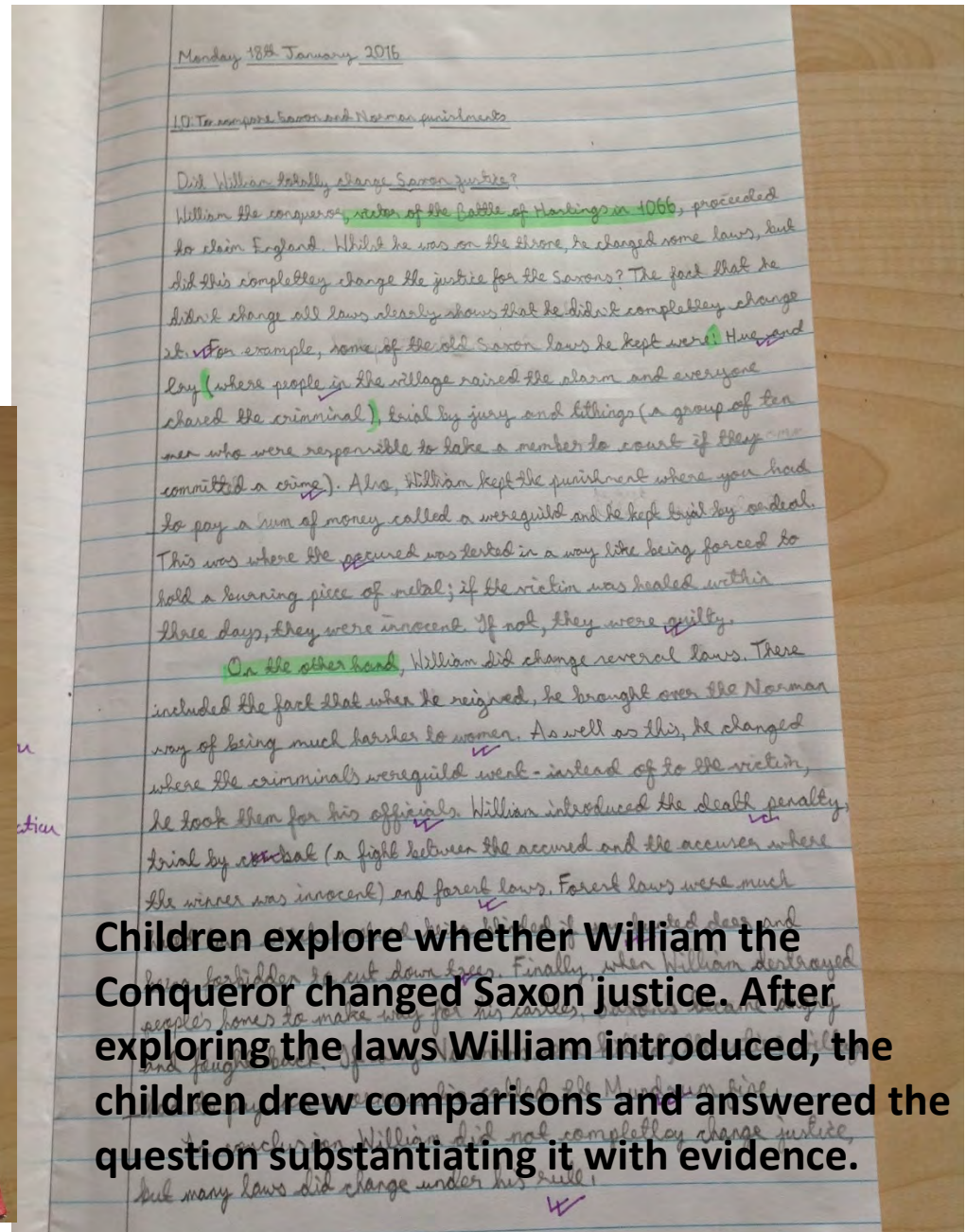
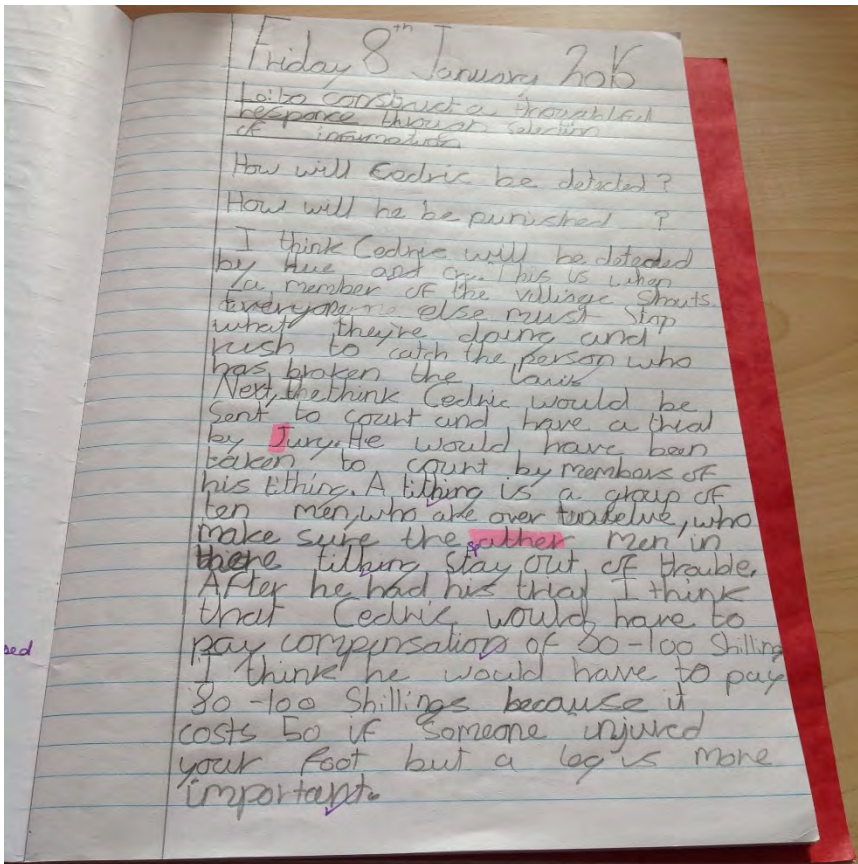
Children use more complex historic maps and use a website to explore Fry's chocolate industry in Bristol. Children collect and communicate their detailed findings.





## 4.1 Comparisons from relative starting points: Y6

Children consider how an Anglo-Saxon criminal would be punished following exploration of Anglo-Saxon laws.

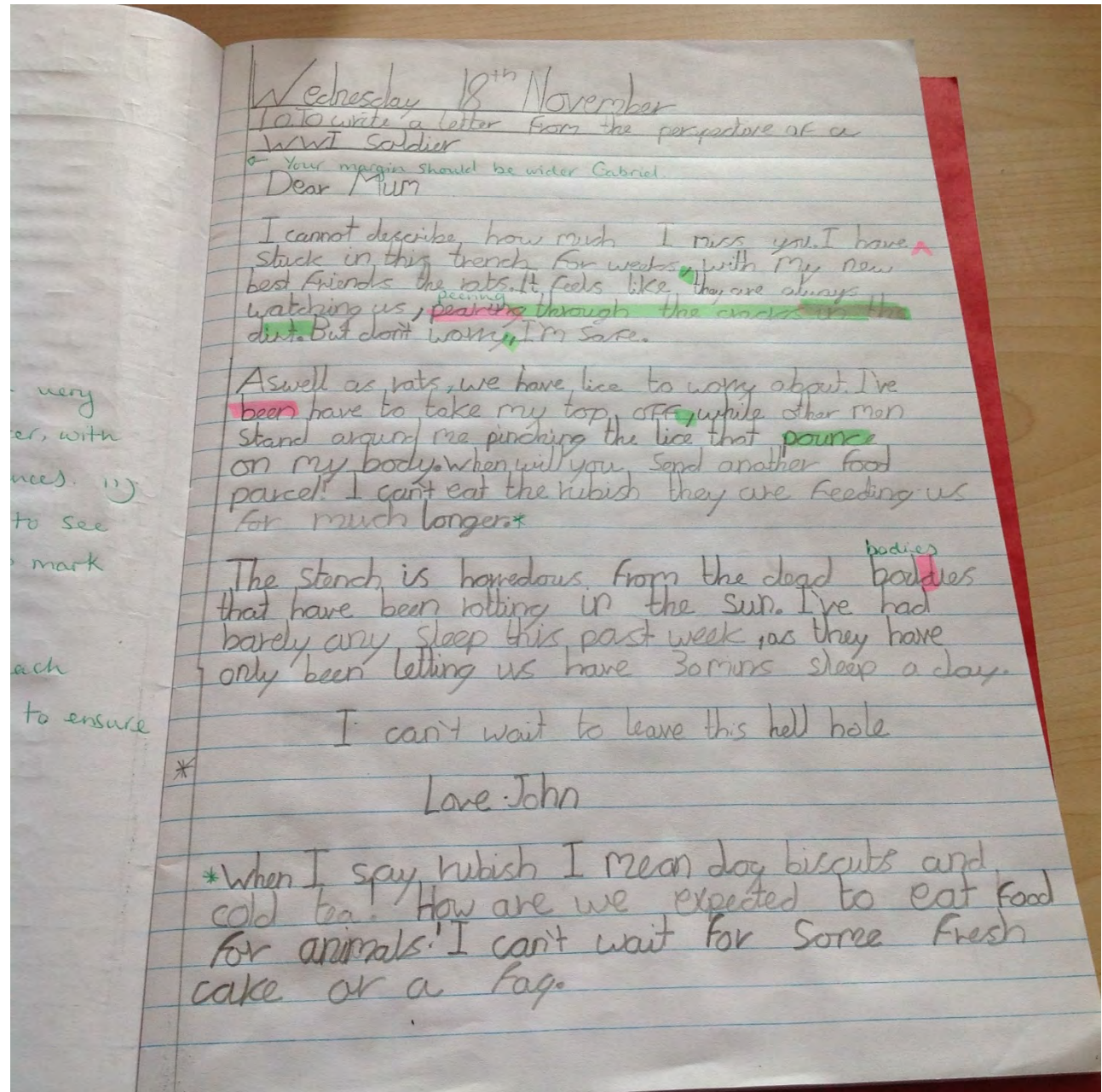


Children explore whether William the Conqueror changed Saxon justice. After exploring the laws William introduced, the children drew comparisons and answered the question substantiating it with evidence.



## 4.1 Comparisons from relative starting points: Y6

After considering  
sources relating to  
the experience of  
soldiers in  
trenches e.g.  
letters from  
soldiers, children  
composed letters  
describing their  
experiences using  
the evidence they  
had looked at.





## **4.2 Mechanisms for monitoring, tracking and intervention**

In line with other foundation subjects, and the school's history policy (see 2.2) the school monitors history through regular observations, work and planning scrutinies and the completion of assessment sheets following the completion of a unit. These assessment sheets track history skills and concepts across year groups, thereby ensuring systematic tracking of progression. The history subject lead collates the evidence from these each term to track progress.

In line with the 2014 curriculum; many new history topics have recently been introduced. For example the Crime and Punishment through time unit, the local Victorian unit, the Grace Darling enquiry, Darwin enquiry, Edwardian seaside holiday enquiry, Stone age to Iron Age unit, a revised local WW1 unit and more. With this in mind, the SLT and subject lead have carefully monitored the provision for these new topics.

During the introduction of the 2014 history curriculum, the history subject lead identified particular areas of relative weakness. One of these was the use of a sufficient range of sources; to address this the subject lead led a staff meeting which explored the use of archaeological sources in enquiries (see staff meeting 2.2.2 Staff meeting January 2015). The subject lead also drew up a document for teachers showing the school's expectations for the sources that all children will have explored by the time they leave in year 6 (see 1.3.4 Historical sources at a glance).

## **4.2 Mechanisms for monitoring, tracking and intervention**

Another example of an identified area for development came following the work scrutiny in September 2015. It was evident that support was required to ensure better history-specific marking because the quality of marking was not consistent across the school. Evidence of high quality history marking from within the school was used to demonstrate good practice at a subsequent staff meeting. At the same time, the history subject lead worked to develop marking guidance to support teachers in developing their history-specific marking (see 2.2.5 marking guidance). Monitoring the impact of this is ongoing and is the subject of a discussion at a staff meeting in April 2016.

A work scrutiny in March 2016 highlighted the need for inclusion of British values and SMSC into history planning, as a whole school drive to integrate these into the subjects of the curriculum. It was recognised that history had a particularly important role to play. The history subject lead will be discussing this at a forthcoming staff meeting.

## 4.3 Achievement is celebrated

The use of the learning environment to celebrate and enhance learning in history is evident across the school; in both communal areas and classrooms. This was an area that was developed in line with the school's approach to monitoring history. Following a learning environment walk in October 2015 (see 4.3 learning environment audit); the history subject lead highlighted examples of good practice in history learning environments at a subsequent staff meeting and produced a document to support teachers in developing their learning environment (see learning environment guidance 4.3). The impact of this review is clear across the school from the quality of the displays (see photos on subsequent pages.)

In line with the whole school's 'Ethos of Excellence' approach, achievement is celebrated in all subjects. The school has been developing the use of WAGOLL (What a Good One Looks Like) which involves children looking at what makes a good example and peer reviewing other children's work. This has supported the school's drive for excellence in history and other subjects.

History themed class assemblies to parents, exhibitions (e.g. Y6 WW1 exhibition for parents) and events such as the Beowulf story telling afternoon provide opportunities for learning in history to be celebrated by children with their parents.





### 4.3 Communal area displays:

KS1 – Kings and Queens timeline display celebrates achievement by showcasing children's work on different monarchs and promotes the status of history in the school. It also supports their burgeoning understanding of British Values and SMSC .

### Communal area displays:

Y1: Victorian display, showcases high quality examples of children's work.



## 4.3 Achievement is celebrated

### Communal area displays:

Display of Great Fire of London artwork inspired by the work of 17<sup>th</sup> century Dutch artists is displayed in the entrance hall.





### 4.3 Achievement is celebrated

Display as part of a Roman enquiry showcasing examples of a range of work, such as a pamphlet, brooches and children asking and answering questions.



Y3: Achievement celebrated through display of replica Greek pottery made by the children.



### 4.3 Achievement is celebrated

Y1: Achievement celebrated through photos of children dressed as Victorians with written questions and answers displayed.

Y3: Display showcasing examples of work from Ancient Egypt study.







## 4.3 Achievement is celebrated

Y4: Anglo-Saxon supporting archaeological enquiry into Sutton Hoo.

Y5: Display as part of enquiry into Bristol chocolate industry: What part did Bristol play in the chocolate industry?







### 4.3 Achievement is celebrated

Achievement in history is celebrated with parents through historically themed class assemblies and performances. For example, year 4 invite parents in for an Anglo-Saxon afternoon.



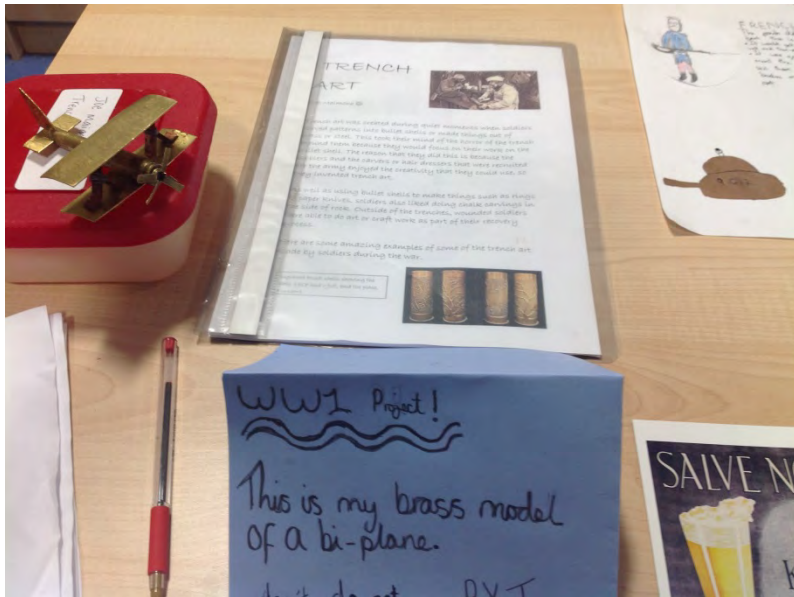


#### **4.3 Achievement is celebrated**

Achievement is celebrated through history themed assemblies.

Year 5 performed a Mayan theme assembly for pupils and parents following the completion of their Mayan unit.





Trench art



Women at war  
sculpture

### 4.3 Achievement is celebrated

Achievement is celebrated through 'museums' where children exhibit work from their unit to parents. For example, in year 6 a range of exhibits were shown to parents following their WW1 unit.

Thursday 25<sup>th</sup> June 2015  
Lo: I can create a strong age kenning 25.06.15

Juice squoter,  
Hunger stopper,  
Big ripe,  
Stomach blocker

Man killer,  
Drive winner,  
Eats meat,  
Great beast.

Like wet,  
River swimmer,  
In net,  
Food winner.

Warm fur,  
Hard stare,

Sharp blade,  
Animal skinner,  
In cover,  
A winner.

LO - Excellent stone  
age kenning  
lhp.

Sharp claws,  
Silent paws,  
Always fights,  
Always bites.

Fish catcher,  
Hamp watcher,  
Even hunter,

### 4.3 Achievement is celebrated

In line with the whole school's house points system, excellent history work is rewarded with house points.

Here is a piece of year 3 cross-curricular poetry writing that was awarded a house point.

## Edwardian seaside commentaries - Sycamore class



emma layla fin fionn.pptx



Esther S Walter Patrick Livvy.pptx



Eve Elliot Jemima.pptx



isobel will jake.pptx



louis freddy holly.pptx



olivia george betsi.pptx



rani jasmine esther f.pptx



rosie joel jacob.pptx



Tianna poppy james.pptx

### 4.3 Achievement is celebrated

Learning is celebrated through sharing work with parents on the school's website.

Above: screenshot of Y2 children's films about Edwardian seaside holidays made available on the website for parents.



Amazing homework!



**4.3**  
**Achievement is celebrated**  
Y3: Ancient Egypt homework displayed on the school's website.