

What is the purpose and value of local history in a secondary school curriculum?

An empirical study of three uses for local history in a Bristol secondary school, 2009 to 2011.



Richard Kennett

A dissertation submitted to the University of Bristol in accordance with the requirements of the Degree of Master of Education in the Graduate School of Education

February 2012

Synopsis

This study investigated the value and purpose of including local history in the secondary school curriculum.

The study was carried out in a comprehensive state school in Bristol. Three hypotheses were devised from reading academic texts by both education and local history specialists as to the value of including local history in the school curriculum.

- Hypothesis 1: Local history is intrinsically interesting as it forms part of our identity
- Hypothesis 2: Local history is good at illustrating national history
- Hypothesis 3: Local history is good at teaching historical enquiry skills

Hypothesis 2 and 3 had schemes of work designed to test them and afterwards students, teachers and Michael Riley, head of the Schools History Project, were questioned about their views on each. Hypothesis 1 was overarching and featured in both of these schemes of work and their subsequent reflections.

The results show that, in terms of historical enquiry skills, local history was beneficial as children came to historical sources with contextual knowledge that enabled higher level evaluation. Local history was also shown to illustrate national history, as the small nature and familiarity of the local narrative provided a scaffold for the children to move from the concrete to the abstract. Finally, most of the children who were questioned appeared to

identify with and enjoy local history and a possible role for local history in the teaching of citizenship was suggested.

Overall the results highlight the importance of local history, something which is particularly relevant in a time of curriculum review by the government. Intrinsically, the work had a great impact at the test school but there is a need to develop the project to reach wider conclusions for an extrinsic audience.

Acknowledgements

I would like to acknowledge the help and support given to me in the Graduate School of Education particularly the library and MEd administration staff. I am indebted to my supervisor Kate Hawkey, without whom this project would have never have been finished; her insights and inspiration were invaluable for the last three years. I am also very grateful to the teachers and especially the students in Bristol who were extremely co-operative in this study, giving up time and effort to help.

Financially this dissertation was funded by the Training and Development Agency for Schools and my employer and I thank both for their contribution.

I would also like to thank my partner Teil Howard, whose support has been invaluable, putting up with me barking on about local history for three years surely could not have been easy. My parents additionally should be thanked for inspiring my enjoyment of local history as a child and the encouragement to begin and finish this work.

Finally I would like to thank the baristas of Boston Tea Party and their plentiful lattés who fuelled this dissertation.

Author's Declaration

I declare that the work in this dissertation was carried out in accordance with the regulations of the University of Bristol. The work is original except where indicated by special reference in the text, and no part of the dissertation has been submitted for any other degree.

Any views expressed in the dissertation are those of the author and in no way represent those of the University of Bristol.

The dissertation has not been presented to any other University for examination either in the United Kingdom or overseas.

Signed _____

Date: _____

Contents

Chapter 1: Introduction	1
Chapter 2: Rationale	4
Chapter 3: Literature Review.....	7
3.1 The history of local history in the school curriculum.....	7
3.2 Political and cultural reasons for the inclusion of local history in the school curriculum	9
3.3 Pedagogical reasons for the inclusion of local history in the school curriculum	11
3.4 How does this literature review frame this dissertation?	15
Chapter 4: Methodology	17
4.1 Scheme of work design	19
4.2. Reflection	22
4.3. Methodological and ethical issues.....	27
Chapter 5: Analysis - Is local history good for teaching enquiry skills	30
5.1 What impact does local history have on source analysis?.....	31
5.2 Why is the physicality of local history sources attractive?	33
5.3 Did the submersion of using sources impact student understanding of the nature of evidence?.....	35
5.4 Conclusion.....	37
Chapter 6: Analysis - Is local history good for illustrating national history?.....	38
6.1 Local history allows students to visualise the past	39
6.2 The smaller scale narrative of local history allows a greater understanding.....	41
6.3 Conclusion.....	43
Chapter 7: Analysis - Is local history intrinsically interesting and if so why?.....	44
7.1 Is local history intrinsically interesting?.....	44
7.2 Why is local history intrinsically interesting?.....	45
7.3 The value and purpose of identifying with local history.....	47
7.4 Conclusion.....	48
Chapter 8: Impact and further work.....	49
8.1 Impact of the dissertation.....	49
8.2 Further work	50
Chapter 9: Conclusion.....	53
References	55
Appendix A: Profile of School A	59
Appendix B: Year 11 Bristol Docks Scheme of Work	61
Appendix C: Year 7 Slavery Scheme of Work.....	74

Appendix D: Parental consent letters for both Year 7 and Year 11 sessions.....	93
Year 11 Letter	94
Year 7 Letter	95
Appendix E: Contextual data regarding both Year 7 and Year 11 student interviewees	96
Appendix F: Description of the focus group sessions for Year 11 (Hypothesis 3)	98
Session 1: What is a source?.....	99
Session 2: What source skills have you learnt this unit?	100
Session 3: Was local history an effective way to teach source skills / enquiry skills?	100
Appendix G: Transcripts of high ability Year 11 student sessions 1 to 3, focusing on Hypothesis 3	101
Year 11 High Ability Pupil Session 1	102
Year 11 High Ability Pupil Session 2	109
Year 11 High Ability Pupil Session 3	116
Appendix H: Transcripts of middle ability Year 11 student sessions 1 to 3, focusing on Hypothesis 3	122
Year 11 Middle Ability Pupil Session 1	123
Year 11 Middle Ability Pupil Session 2	129
Year 11 Middle Ability Pupil Session 3	135
Appendix I: Description of the focus group sessions for Year 7 (Hypothesis 2)	139
Session 1: What have you learnt about the transatlantic slave trade?	140
Session 2: What local history have you learnt this unit?	141
Session 3: Is local history good for illustrating national history?.....	141
Appendix J: Transcripts of high ability Year 7 student sessions 1 to 3, focusing on Hypothesis 2	142
Year 7 High Ability Pupil Session 1	143
Year 7 High Ability Pupil Session 2	151
Year 7 High Ability Pupil Session 3	158
Appendix K: Transcripts of middle ability Year 7 student sessions 1 to 3, focusing on Hypothesis 2	164
Year 7 Middle Ability Pupil Session 1	165
Year 7 Middle Ability Pupil Session 2	172
Year 7 Middle Ability Pupil Session 3	178
Appendix L: Questionnaire sent to teachers regarding Hypothesis 3	186
Appendix M: Teacher responses to the Hypothesis 3 Questionnaire	188
Appendix N: Email correspondence with Michael Riley regarding Hypothesis 3	191
Appendix O: Questionnaire sent to teachers regarding Hypothesis 2	197
Appendix P: Teacher responses to the Hypothesis 2 Questionnaire.....	199
Appendix Q: Email correspondence with Michael Riley regarding Hypothesis 2	204

Chapter 1: Introduction

‘When the young teacher has settled down and feels able to cope with the normal school curriculum he should begin to prepare himself in a disciplined way to introduce local history into his syllabus’

W.B. Stephens (1977, p34)

Teaching local history to school age students has been emphasised since the start of the twentieth century when the Education Board (1908) first told teachers that ‘it is essential that in each school attention should be paid to the history of the town and district in which it is situated’ (quoted in Finberg & Skipp, 1967, p25). This is a tradition that has continued to the present day with the current National Curriculum stating that students should ‘investigate aspects of personal, family or local history and how they relate to the broader context’ (Department for Education, Accessed: July 2010). Academics have additionally emphasised its importance (Douch, 1967, Finberg & Skipp, 1967, Stephens, 1977) and this tradition has also continued to the present day with *Teaching History* recently devoting an entire issue to the subject (Historical Association, 2009).

In his seminal book on the subject, *Teaching Local History*, Stephens states the quote that began this chapter and in part inspired it, despite its antiquated and slightly patronising tone. I am a third year history teacher and in many ways I do feel ‘settled down’ and due to this I have begun to critically evaluate my own teaching and realised that local history has been neglected. The purpose of this project is to address the question *What is the value and purpose of including local history in the school curriculum?* and the project is a critical reflection on a year spent introducing local history into the curriculum of School A (Appendix A).

It is important at this stage to define the term *local history* to give context to this study. Local history, as discussed in *Chapter 3*, is a difficult term to define and one which has received much academic debate. For the purposes of this study however Professor Finberg's definition will be used as it is the simplest yet all encompassing definition:

'The Origin, Growth, Decline and Fall of a Local Community'
(Finberg & Skipp, 1967, p10).

This dissertation is split into nine chapters. A full rationale of why the work is being undertaken is given in Chapter 2. Chapter 3 analyses the academic literature on local history to provide a theoretical framework for the work. From a study of both history literature and education literature, much of which dates from the 1970s, three themes emerge regarding the purpose and value of including local history in the school curriculum:

- Local history is intrinsically interesting as it forms part of our identity
- Local history is excellent at illustrating national history on a local level
- Local history is excellent at teaching historical enquiry skills

These three themes are then used as three hypotheses which form individual action research projects to test if these reasons for the purpose and value of local history are still true in the twenty-first century. To test the hypotheses, schemes of work were planned and then this work was reflected upon by students and teachers. Additionally a perspective was sought from Michael Riley, head of the Schools History Project (SHP), as a central tenet of SHP philosophy has always been 'History Around Us' (a full methodology

is described in Chapter 4). The findings from the projects form Chapters 5 to 7 respectively. Potential further work arising from these findings is described in Chapter 8 and finally, the work is reflected on in the conclusion that forms Chapter 9.

Chapter 2: Rationale

Clough & Nutbrown (2002) state that any research is a conscious combination of the *purpose, position, persuasion* and *politics* of the researchers. This project is certainly no different and is consciously a combination of both personal and professional interests.

The *purpose* of this study is curriculum development. School A is a relatively new school which only opened five years ago. At the start of this dissertation I had been working there for three years and in this time, the staff including myself, have been focused on developing the curriculum. At the start of my third year with only one new year group in school, as a department we had the time and resources to reflect on how best to develop our curriculum further. As a department, we discussed how best to improve our curriculum and local history was the one area all my colleagues agreed that needed to be addressed in the school year 2010/2011. As a result of this local history was chosen as the focus of our Year 11 GCSE History controlled assessment for the Schools History Project 'History Around Us' unit, on Bristol Docks. This has resulted in the department meeting local historians and local museum staff and in so doing the opportunity to extend local history beyond Year 11 has become apparent.

Local history also fits within my own *position* on history teaching. Pedagogically all history teachers analyse the relationship between historical knowledge and historical skills and this frames their own practice (Counsell, 2000). I firmly believe in placing an emphasis on developing the skills and processes of history when engaging with knowledge of the past. Having said that, knowledge of local history is an important element to teach since it

contributes to building a sense of identity (Barton & Levstik, 2004) and which is acknowledged to be an important element in the history curriculum (Department for Education, Accessed: July 2010). Pedagogically, this has been influenced by two things, firstly, the March 2009 edition of *Teaching History* (Historical Association, 2009) which was entirely devoted to local history and by Michael Riley, the Head of the Schools History Project. In March 2010 I attended a course delivered by Michael entitled *Teaching Enquiry Skills*, of which a large part was devoted to the use of local history in the KS3 and KS4 curriculum and I found this to be inspirational.

Additionally, on a purely personal note, local history has always been a very important part of my life and as such this study is consciously an attempt to *persuade* others to recognise and understand why this form of history is so fascinating. My father is an obsessive amateur local historian in Gloucestershire, collecting local poetry and folk songs and previously performing in a local mummers group. His interest has led to my own passion for local history and tradition, now performing in the mummers group myself. Whilst living in Bristol for the last ten years this has increased as the rich history of the city has become more apparent to me. Nevertheless I am aware of the potential for bias and am going into this project with an open mind. I am a critical person and as a result, my aim is not only to persuade others, but more importantly to better understand the value of local history and to evaluate its place and purpose in the history curriculum.

Politically, in the current climate where it looks increasingly likely that the coalition government will return the emphasis of history teaching to teaching content this study is also a conscious effort to interrogate and reassess my own teaching in a climate of

change. At the October 2010 Conservative conference Michael Gove stated that ‘children are growing up ignorant of one of the most inspiring stories I know - the history of our United Kingdom’ (Gove, Accessed: November 2010) which probably signals a move toward a curriculum where subject knowledge and content is prioritised. Therefore I am fully aware that as a teacher who emphasises skills and processes I may need to adapt in light of the potential change in priorities. I view my project on local history for this dissertation as a first step in engaging with the question of how far my pedagogy may need to adapt to the priorities of the new curriculum.

Chapter 3: Literature Review

3.1 The history of local history in the school curriculum

Finberg & Skipp (1967) refer to local history as the ‘Cinderella of historical studies’ in that the subject has never been invited to the ‘ball’ or, put more explicitly, that is it not regarded with as much authority as other areas. This was written about the study at an academic level, yet the same could be said of the subject at a school level in the twentieth century, as teachers have tended to side line local history in favour of the bigger, more famous narratives, such as 1066 or the Civil War.

Nevertheless, local history, has been part of the curriculum, no matter how small, for nearly as long as history has been taught in schools:

‘It is essential that in each school attention should be paid to the history of the town and district in which it is situated’

Thus states the first inclusion of local history in government history curriculum recommendations (as stated in the Board of Education Circular 599 (Nov 1908) as quoted in Finberg & Skipp, 1967, p25) and in essence begins the history of local history in schools. With the exception of a few advocates (for example Walker, 1935), most teachers did not follow this advice and instead school history was dominated by the ‘Great Tradition’ for at least seventy years, defined by a lecturing, didactic teaching style focusing on Anglo-centric national history (Sylvester, 1994).

The 1970s saw a change in the way history was taught as the 'new history' (Aldrich, 1984) emerged. In its seminal paper '*A New Look At History*', the Schools History Project reemphasised the importance of local history when it included '*History Around Us*' (Schools History Project, 1976). Reacting to the 'Great Tradition', the Schools History Project made a deliberate decision to include local history in a proposed Key Stage 4 curriculum primarily to develop history's potential as contributing to children's 'leisure interest'. As Michael Riley states, 'One of the original aims of SHP was to stimulate history-related leisure activities by fostering interest in and knowledge about the visible remains of the past' (Appendix N). This emphasis on local history continues as one of their priorities to the current day, as the fifth of their six key principles remains 'Generating an interest in, and knowledge of, the historic environment....engaging with history around us' (Schools History Project, Accessed: July 2011).

Following the 1988 Education Act, a National Curriculum was introduced in the UK. Clearly influenced by the work of the Schools History Project (Phillips, 2000), a new inclusion of skills (Attainment Target 3, The Use of Historical Sources) (Department for Education & Science, 1991) was emphasised, as was local history: 'They [students] should have opportunities to investigate local history', although this was limited to Key Stage 2 only (Department for Education & Science, 1991, p15). Following curriculum revision, this was widened to include all key stages and the current curriculum states children should be given the opportunity to 'investigate aspects of family, or local history and how they relate to a broader context' (Department for Education, Accessed: July 2010). Additionally, the inclusion of local history in a school curriculum has recently been

highlighted by Ofsted as a feature ‘where the curriculum in history was most effective’ (Ofsted, 2011 p30 and p35) in its most recent report, *History for All*.

A question is naturally raised by this brief narrative - *why?* Why should we include local history in the school curriculum? What benefits does it give us? What is its purpose? Has its purpose and value changed over time?

History is a vast subject that requires a process of selection (Phillips, 2000, p11) and Marsden (1989) argues that three components exercise the thinking of decision makers; content (or culture factors), pedagogy and social purposes (or political motivation). However in academic literature regarding local history these three factors combine into two clear spheres of explanation for its inclusion in the school curriculum; firstly a combination of political and cultural factors and secondly pedagogical factors.

3.2 Political and cultural reasons for the inclusion of local history in the school curriculum

Regarding the first seventy years of the twentieth century the question is not why was local history included in the school curriculum, but why was it *not* included. Post-World War One, the ‘Great Tradition’ secured its hold on school history and rote-learning the heroes of the nation and empire was prioritised. Certainly this was partly a cultural reflection of the history taught in universities (Aldrich, 1984) but it does seem that local history was side lined or ignored as it did not have the political force that the ‘Great Tradition’ history had. ‘History teaching does not exist in a vacuum; it reflects many of the

values and issues perceived to be important in society at large' (Phillips, 2000, p11) and post-World War One the 'notion still prevailed that patriotism and imperialism...were key to world understanding' (Marsden, 1989, p522). Local history was unlikely to ever fulfil the element of creating a national identity and it could be argued that this is why it was not included, a tradition that continued for much of the next forty years.

The 1970s, however, saw a change where local history was included in the 'new history' of the Schools History Project, which can be seen as a political and cultural product of its time. As Symcox and Wilschut argue 'the 1960s and the 1970s were the only period in which there was, in Western countries at least, no political interest in history teaching' (2009, p3) which allowed educators to design a curriculum free of interference. This allowed cultural changes to be reflected and the 'new history' emerged as part of the wider changes in education at this time, towards being more student focused (Sylvester, 1994) and a moving away from a top down model towards greater democracy, evident in the creation of comprehensives. Generally, this reflected new educational theories, like those of Jerome Bruner who viewed children as active problem solvers (Bruner, 1960) and specifically reflected the changes in the way that history was specialising in universities. Thus, it is at this time that women's studies and black studies arrived in schools (Sylvester, 1994) and the impact of the Annales School, which sought to break down the barriers between history and other disciplines began to have an impact outside of France. It is difficult to find reference to the inclusion of local history in this wider change, but the subject is consistent with this general model. It was in the 1960s that local history began its specialism at an academic level at Leicester (Tranter, 1999) and its nature as a smaller narrative lent itself to more student focused learning as students potentially find local

stories more relevant to them and engage with them in comparison to the highly complex national histories.

Additionally, the continued emphasis of local history up to the current day could be argued to reflect the cultural zeitgeist. Lowenthal believes that we are now experiencing a '*heritage crusade*' (1998) where society has become increasingly interested in its past. Specifically, this has recently seen a resurgence of local and family history in popular culture with television shows like *Who Do You Think You Are?* (2004) and Michael Wood's *Story of England* (2010), a narrative of the whole country told from the perspective of one village. Additionally, Tristram Hunt has argued recently (Hunt, Accessed: October 2011) that political devolution has added to a decline in national history and one could argue from this that the public has turned to their local history.

3.3 Pedagogical reasons for the inclusion of local history in the school curriculum

Reason 1: Local history is intrinsically interesting as it forms part of our identity

In academic writing the pedagogical reasons behind the inclusion of local history are thin on the ground. Much work, both from academic local historians and education professionals, focuses on evangelising the subject with little consideration of purpose (especially profound in Dymond, 1998, Stephens, 1977, Brooks 2008). Dymond goes as far to state that 'ours is a very special subject which interests more people than any other branch of history' (Dymond, 1998, p3) with Hawkes going further that 'there is no human being, I believe, who is not stirred by the places of his childhood' (Jacquetta Hawkes as quoted in Stephens, 1977, p9). The extent of these claims makes it difficult not to be

cynical when making a judgement about their validity and these two are certainly not the only far-reaching statements that could have been included. All of the authors noted above highlight the belief that local history is intrinsically interesting to the majority of people and thus will create engagement and enthusiasm with students, and this then becomes their implied rationale for its inclusion in a school curriculum.

Interestingly though, none of these authors actually explain in depth about why local history is so engaging. Identification with the familiar is probably the key, as students or enthusiasts may find it easier to identify with a narrative that they have some direct experience of, referred to as the 'identification stance' by Barton & Levstik (2004, page 45). Although, as Barton & Levstik state, this also has its drawbacks, 'When we link ourselves to one community, we often cut ourselves off from others, sometimes to ruinous consequences' (2004, p46). However, the interesting question arises as to whether students identify with local history because of their own identity or whether local history helps them to create and foster a sense of identity. This links to debates around identity and citizenship. Such debates are currently particularly relevant, following the July Riots and David Cameron talking of a 'broken society' (Cameron, Accessed: October, 2011).

Additionally there is a wider issue with the notion that local history is intrinsically interesting. All of these texts were written by academic local historians or enthusiasts and there is a danger in assuming that what interests them or us as teachers will necessarily interest the child (a view shared by Stephens, 1977). Furthermore, even if this is true, it is debatable whether an intrinsically interesting subject is enough of a reason to include it in a school curriculum. Nevertheless, engagement does tend to lead to better

comprehension and therefore better enjoyment (Stephens, 1977) so this rationale for the inclusion of local history should not be ignored.

Reason 2: Local history can illustrate national history

The idea that local history can illustrate national history is mentioned in many texts as being one of the key purposes of including local history in the curriculum (Phythian Adams, 1987, Rogers, 1977, Finberg & Skipp, 1967, Teaching History Research Group, 1991, Douch, 1967, Stephens, 1977). Occupying the level between national and individual (Rogers, 1977), it is believed that local history can be the link between these and therefore increase holistic understanding. Both Douch (1967) and Finberg & Skipp (1967) advocate that explaining national history through local examples increases understanding as these will be stories or narratives that children can relate to or have direct experience of (thus linking back to Barton & Levstik's identification stance, 2004). For example, in teaching the Transatlantic Slave Trade, it would be more beneficial in Bristol to teach this through Bristol stories that students may have some direct experience of, as possibly the local narrative will be more concrete and less abstract to the student. This seems very sensible and does mirror the experience I have had in the last three years where I have used local examples. Such as when we discussed the Civil War in a Bristol context which captured the imagination of the students as they could imagine the battle taking place on Park Street, an area they all knew well. The Teaching History Research Group (1991) refer to these stories as 'tasty snippets' (1991, p76) and it appears that local history can thus engage interest in the classroom.

There are, however, problems with this. As Phythian Adams (1987, p2) states ‘there is a tension between ‘national history localised’ and ‘local history per se’ and if teachers adopt the approach of teaching national history through local examples it is easily possible that both the national and local history could be watered down to the extent that student comprehension is reduced. Additionally the common conundrum for history teachers trying to balance depth and breadth is that taken to the other extreme, you do not want students to believe that local history is purely ‘the history of England in miniature’ (Stephens, 1967, p7) or that you teach local history to the extent that it ends in ‘inward-looking parochialism’ (Stephens, 1967, p19). Finberg & Skipp advise that to avoid the danger of ‘going too far’ in this, two simple requirements must be met, firstly that the local history is strictly relevant and secondly the local history is ‘worthwhile and interesting’ (1967, p103-4), even this, however, hardly seems like sufficient advice for dealing with these potentially difficult issues.

Reason 3: Local history lends itself to teaching enquiry skills

Robert Douch refers to local history as ‘detailed’ and ‘scientific’ (1967, p3) in the way that it often deals with the minutiae of searching through sources in archives or libraries. Although this is also true of national history to some extent, relevant sources are typically less accessible to students. Due to this nature, most academics agree that local history is very good at teaching children about the skills of historical enquiry (Douch, 1967, Stephens, 1977, Teaching History Research Group, 1991, Department for Education, Accessed: July 2010). Certainly local history often involves more work with primary sources; maps, testimonies, and pictures, as the smaller narrative of local history can be

illustrated with a few choice sources in a way that bigger national history simply cannot (Teaching History Research Group, 1991). As the National Curriculum states this ‘provides opportunities for pupils to engage with local sources and visit historical sites. It helps them appreciate the relevance of the past to their own lives’ (Department for Education, Accessed: July 2010). From the experience of researchers, this appears to be true and local history can be seen as investigative (Teaching History Research Group, 1991) and good for teaching historical skills and processes (Stephens, 1977) in this regard. However, teachers must be wary of the fact that often local history sources are often complex and although children from average ability and above may benefit (Stephens, 1977), lower ability children will need extra scaffolding to take part. Additionally, it is important to note that when discussing historical enquiry the only aspect which is considered by academics is source work, which is only a small part of the wider toolbox of historical enquiry. How good local history is for allowing children to arrive at their own enquiry questions or determine their own investigations is not mentioned. Finally, if focusing on source skills as a unique element it is important that teachers link this to the wider issues of historical enquiry and not fall into the trap of focusing purely on whether a source is biased or not (Lang, 1993).

3.4 How does this literature review frame this dissertation?

From this literature three pedagogical reasons for including local history in the school curriculum have emerged; it is intrinsically interesting as it forms part of our identity, it illustrates national history and it effectively teaches enquiry skills. These rationales have come from texts that are mainly written by local history academics, rather than school

based educational professionals, and many are rather dated (the most recent texts are from the 1990s). There is, therefore, value in investigating whether these rationales are accurate in the eyes of school-age children and educational professionals and whether they are still appropriate in the changed educational world of the twenty-first century. This dissertation aims to investigate these rationales in order to answer the question ‘What is the value and purpose of local history in the school curriculum?’ and will use these to form three hypotheses to investigate:

- Hypothesis 1: Local history is intrinsically interesting as it forms part of our identity
- Hypothesis 2: Local history is good for illustrating national history
- Hypothesis 3: Local history is good for teaching historical enquiry skills

Chapter 4: Methodology

This project aims to investigate the value and purpose of local history in the school curriculum. Three hypotheses will be investigated.

- Hypothesis 1: Local history is intrinsically interesting as it forms part of our identity
- Hypothesis 2: Local history is good for illustrating national history
- Hypothesis 3: Local history is good for teaching historical enquiry skills

The research design for this project was created to be simple and achievable. Each hypothesis would be addressed in a separate action research project with all three sharing a common design. Action research by its nature involves the researchers aiming to achieve a measurable benefit for their organisation (Gray, 2004, Greenwood & Levin, 1998, Stringer, 1999) and therefore this seemed the most appropriate method to choose as I had identified both a problem (missed opportunities for local history) and an aim (to improve my pedagogy for the benefit of the school). Although action research normally involves a team of researchers (Gray, 2004 and Stringer, 1999) I did not think it inappropriate to do this on my own. For each hypothesis a scheme of work would be created to directly address the issues in the hypothesis, followed by extensive reflection, primarily with students but also with colleagues and other professionals.

However, in the early stages of research design it became very apparent that Hypothesis 1 fed in to all work with local history and it was unnecessary to design a unique project to address the hypothesis. Hypothesis 1 would therefore be reflected on during the projects for Hypothesis 2 and 3. Fig.1. on the next page shows the overall research diagram.

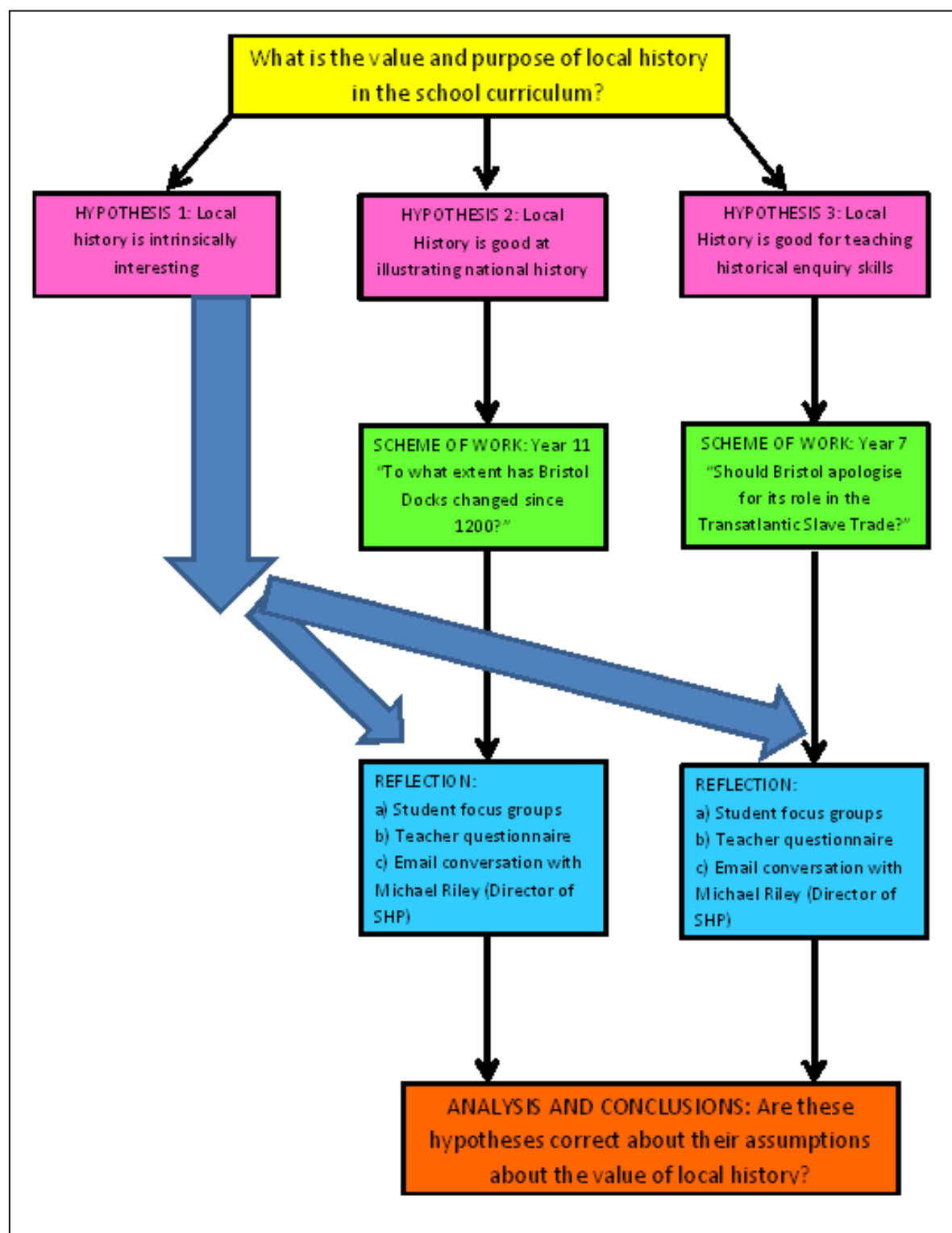


Fig.1. Research diagram

The research was conducted in one school, which for the purposes of this project known as School A (see Appendix 1 for details). All schemes of work were designed in collaboration with colleagues from this school and taught by several teachers. Reflection was completed solely by the author.

4.1 Scheme of work design

The first issue with this research was deciding which year group to address and which schemes of work to either revise or create. As School A is relatively new, we had been setting up a GCSE course for Year 11. One of the current options in the OCR Schools History Project A GCSE (OCR, Accessed: July 2011) is for students to complete their controlled assessment on 'History Around Us'. As a department we decided to focus on Bristol Docks and quickly realised that we would need to build in lots of source work and historical enquiry skills to meet the assessment criteria. This therefore naturally lent itself to Hypothesis 3: *Local history is good for teaching historical enquiry skills.*

Additionally, as a department having taught our Key Stage 3 units for three years we decided that we would begin the process of revising our work. Our unit on the Transatlantic Slave Trade had no links to Bristol, despite our city being a major location, and we had recognised this as a missed opportunity year on year. I therefore decided that I would revise this scheme of work to include a Bristol focus and therefore address Hypothesis 2: *Local history is good for illustrating national history.*

A full description of the creation of these schemes of work could be a dissertation in itself, so the scheme of works are available in the Appendix B and C and a summary of their creation discussed below.

Creating a scheme of work to address Hypothesis 3

As ever with a Key Stage 4 or 5 scheme of work, the difficulty in designing this work was teaching an appropriate amount of content whilst also building skills and independence so that the lessons were engaging but students would also be able to do well in exams.



Fig.2 Broad Quay, c.1760

Throughout the scheme of work lots of source skill activities were built in and lessons were designed around specific sources (Appendix B).

Additionally, as a department we felt it was important that students understood that sources were not abstract objects that history teachers use in lessons, but real things that people can experience. Therefore when we took the students to Bristol Docks for field work we built in a session at Bristol Museum using their artefacts in situ. The best example of this was when the students were given the enquiry question ‘How accurate is the Broad Quay (see Fig.2) painting as a picture of 18th century Bristol Docks?’ where they worked with the painting and accompanying sources. This was particularly effective at

reinforcing that sources are real objects that exist outside of the photocopy, textbook or PowerPoint presentation.

Creating a scheme of work to address Hypothesis 2

Working with colleagues at Bristol Museum and Bristol University Archives this scheme of work was designed to incorporate as many Bristol stories as possible which can be seen in Appendix C. The original scheme of work focused on slave capture, the Middle Passage, plantation life and abolition. These themes were kept but illustrated by examples from Bristol or linked with Bristol, with the addition of a lesson about what it was like to be living as a merchant in Bristol in the 18th century. For example, the plantation lesson focused on John Pinney, a Bristol slave-owner, his plantation, and the story of his personal slave Pero. Similarly, the lesson on slave abolition used the story of how Thomas Clarkson had collected evidence in the Seven Stars pub in Bristol before linking to the wider national story that has little to do with Bristol itself. Parts of some lessons explicitly dealt with the issue that this was part of a wider national history of the Transatlantic Slave Trade (Appendix C) but much of the time this connection was left deliberately vague in order to see if students picked up on these connections when it came to reflection. I was not teaching the unit myself and this was a potential issue since different teachers might have taken different approaches and explicitly taught these connections or alternatively left them vague. I therefore wrote extensive notes to accompany the scheme of work (Appendix C). Linking with Hypothesis 2, many of the lessons used primary sources which were gathered from colleagues in different schools and establishments in Bristol. This reflected a department focus on student-centred learning

not teacher directed lessons, as it was hoped that students could use these sources to discover the answer to enquiry questions independently.

4.2. Reflection

Student reflection

Student reflection was always the priority in this project as I felt it was particularly important to capture student voice as a comparator to the academic voice which was well documented in the hypotheses, therefore much time and effort was put in thinking of the most effective way of capturing student opinion. I felt that questionnaires would limit student response, even if open-ended questions were given, especially as one of the test groups were from Year 7, so focus groups were decided as the best option. Additionally it was felt that the environment of the focus group would allow a variety of views to emerge, as the group dynamics would encourage new perspectives (Gray, 2004). For each scheme of work two groups of students were chosen, one high ability and one medium to low ability, to fully capture a wide range of opinions. Each sub-group consisted of three or four students whose parents gave full permission (letters can be seen in Appendix D). Despite the fact that some academics state that a focus group should be six to eight participants (Hennink, Hutter & Bailey, 2011, p136), this number was chosen to ensure that discussion took place with *all* participants and that an informal atmosphere was created that was very different to the classroom. Students were positively selected as those that were articulate and willing to share opinions as this was crucial for an effective focus group. This reflected the difference between sampling in quantitative and qualitative research. Where in quantitative it is important to be unbiased and represent

the population, whereas in qualitative research sampling can be done to gain in-depth knowledge (Kumar, 1999) and composition of the focus groups is a key consideration (Hennink, Hutter & Bailey, 2011, p149). With Year 11 I was able to choose my own students but I did not teach Year 7 so their class teacher chose the students in discussion with me to ensure that there was a similar rationale for choosing the two groups. Contextual data about these students can be seen in Appendix E. I wanted to hold lengthy discussions with the groups in order to fully capture their opinions but felt that long discussions would bore and disengage the students so each group took part in three short discussions, all of which were under ten minutes to make them snappy and engaging. All sessions were taped using an Olympus recorder and the resulting audio files were turned into transcripts by PageSix Transcription Services. These discussions took place during mentor time, so the students did not feel I was taking lesson or break time from them, and were held either in learning support rooms or in a Post-16 classroom. This was done purposefully to remove students from their own classroom setting and to make it more informal. Additionally, I brought sweets or chocolate to the sessions to increase the idea of informality and encourage them to give full and frank opinions. I was aware that this was particularly important with the Year 11 group as these were my own students and I wanted them to feel they could say anything despite their class teacher interviewing them. This potentially could have compromised the validity of my research, as Stephens says 'validity is defined by the degree to which the researcher has measured what he has set out to measure' (as quoted in Kumar, 1999, p178) and I could not guarantee that these students were not just telling me what they thought I wanted to hear. However, as I have detailed above, I was very careful to pick only those students who I believed would

be frank and I made the focus group environment as different as possible to the classroom to minimise this.

Year 11 Bristol Docks Focus Groups

Full details of each session can be seen in Appendix 6 but a summary is below:

Session 1: What is a source? What is an artefact?	General discussion followed by students being given assorted objects (including an empty Coke bottle and a sponge) and asked if these are historical sources to prompt debate.
Session 2: What source skills have you learnt this term?	General discussion and concept map creation
Session 3: Is local history effective for teaching historical enquiry skills?	General discussion about the hypothesis

Full transcripts of these sessions are available in Appendices 7 (high ability group) and 8 (low ability group).

Year 7 Transatlantic Slavery Focus Groups

Full details of each session can be seen in Appendix 9 but a summary is below:

Session 1: What have you learnt about the	Students were given lots of images to spark discussion and were asked to create a concept map.
--	--

Transatlantic Slave Trade?	
Session 2: What local history have you learnt this term?	Short discussions followed by students being given three terms, local, national and global history and asked how these linked and where did they think their learning fitted into this.
Session 3: Is local history good for illustrating national history?	General discussion about the hypothesis

Full transcripts of these sessions are available in Appendices 10 (high ability group) and 11 (low ability group).

Professional reflection

Student reflection was always the priority of this project, however, I felt that professional reflection could add to and enrich student opinion, especially as this mixed methods approach (Gray, 2004) would allow a richer, contextual understanding of the issue. As Webb (2000, as quoted in Gray, 2004) argues, triangulation, or two or more independent processes greatly reduces the uncertainty in interpreting data. Focus groups with the staff who taught these units would have been the best method to capture opinion, however, School A is relatively new and as a department we were still planning the Year 11 curriculum for the first time, so this was not going to be possible due to heavy workloads. Therefore I needed to consider the best methodology to capture opinion effectively and

in a way that staff would not feel their time was being taken, especially important as the Bristol Docks scheme was taught in a busy, Ofsted visited Term 1. A self-administered email questionnaire was constructed, with a limited number of open-ended questions to capture their opinion about the Year 11 work on Bristol Docks (Appendix 12). Despite the fact that some academics state that self-administered questionnaires only receive on average a 20% response rate (Bourque & Fielder, 1995), I had hoped with a small sample and a close relationship with the sample members that I would do far better. However of the three other teachers, in addition to myself, who taught this unit only two responded (Appendix 13) which was not a great success. However, given that two of these teachers had senior leadership responsibilities and hence an even larger workload, it is not altogether surprising.

Due to the lack of response I decided that I would broaden my methodology to collect a wider response from the history teaching fraternity on the internet. Using my blog (<http://kenradical.wordpress.com/>) and the **#historyteacher** hash tag on Twitter I asked for teacher responses to Hypothesis 2 and 3. Yet again, this failed to gain sufficient feedback. This led me to contact Michael Riley, who is currently Head of the Schools History Project. I had met Michael at a few training events and thought that his opinions would enrich my research, especially as he is one of the few people consulting on the new History curriculum for the coalition government. I emailed Michael a series of open-ended questions and an email conversation began which was very fruitful (Appendix N).

The unit on Transatlantic Slavery was taught much later in the year and as a Year 7 unit was taught by a larger group of teachers. As a straight email questionnaire had failed to gain response earlier in the year I decided to create a more formal questionnaire using GoogleForms which might appeal to more teachers (Appendix O). Again questions were

all open-ended and limited to six to reduce workload. Out of seven, four detailed responses were given (Appendix P). Additionally, due to the success of Michael Riley's responses to Hypothesis 2, he was again contacted via email and the results can be seen in Appendix Q.

4.3. Methodological and ethical issues

Methodological issues

As Gray states 'reliability is never perfect' (2004, p158) and this research is only reliable in so far as the conclusions raised are only based on one school and a small number of children and practitioners, and this should not be forgotten. Punch defines reliability as 'if the same instrument were given to the same people, under the same circumstances but at a different time, to what extent would they get the same scores?' (1998, p99) Since the focus group questions asked for extended qualitative responses, and since the instrument created was clear and well conceived, the reliability is strengthened.

Nevertheless, this definition is brief and to really test the reliability of it, further tests would need to be completed. Black (1993 as quoted in Gray, 2004, p158) gives five possible further tests for reliability. One of these tests, *stability*, measures the results achieved by the same instrument on two different occasions and this would be the most appropriate to test this research. To make stronger conclusions with more wide-ranging suggestions for change, stability tests could take place, both intrinsically and extrinsically. Intrinsically, this method could be repeated in School A with different cohorts of students. Extrinsically, other schools with both the same and different socio-economic backgrounds

could repeat the methodology, for example a more typical inner-city school with lower GCSE results and a high-achieving independent school would make a very interesting comparison. This would establish if the pattern observed was a one-off or whether a more consistent pattern emerges that would allow further judgements about the value and purpose of local history to be made.

In addition to this, three main methodological issues arose which require explanation:

1. The professional reflection section of this project was not successful. The methodology to gauge teacher opinion did not work and without further time it was not possible to implement an alternative. The lack of results will be reflected in the findings (Chapters 5 to 7). Although Bourque & Fielder (1995) state that self-administered questionnaires usually receive a 20% response rate I had hoped, naively, that given my relationship with my colleagues this would be higher.
2. Most importantly, it should be noted that I, as author, conducted all the focus groups. In a perfect world, I could have used a different researcher to make it a more objective piece of research, however, this was not possible given the timeframe and resources. It would therefore be easy to argue that some of the questions posed were not as objective as they could have been. Nevertheless, I do not feel that this lessens the work to a great deal as the student voice is clear in the transcripts.
3. When this research was planned I had my own Year 7 class which I was teaching, so I could have personally taught the slavery unit and picked the students for the focus group myself, which would have matched how I ran the Year 11 focus groups. However, due to a maternity absence, my timetable changed and this

group was taken from me. Therefore I chose a colleague who I trusted personally and professionally, to deliver the unit exactly as planned and to pick those students who would be most appropriate for the focus groups. Informally, I checked that the unit was taught to the plan by carrying out a book trawl for the group in question. Although, not a perfect situation, teaching is a dynamic profession and change happens.

Ethical issues

Ethically, I believe, the project is sound. The names of the school the research was undertaken in and the students involved have been removed from all the data. Student permission was sought (Appendix 4) and these were stored securely following Bristol University guidelines, as was the permission of all adults involved. All taped material was stored according to Bristol University guidelines and will be deleted once this project is complete.

Additionally, as part of regular supervision meetings all ethical issues were discussed with Kate Hawkey, my supervisor, following Bristol University guidelines.

Chapter 5: Analysis - Is local history good for teaching enquiry skills

This chapter focuses on the findings from the student focus groups, teacher questionnaires and email correspondence with Michael Riley. It mostly focuses on the student focus groups *Session 1, What is a source?* and *Session 3, Is local history good for teaching enquiry skills?* because the outcome of *Session 2, What skills have you learnt?* was not successful for either the high or middle ability groups as student responses focused on the examination specification verbatim, an unforeseen outcome at the planning stage. Therefore these responses were largely irrelevant to this question, as all they showed was that students were very prepared for their Controlled Assessment examination.

When this hypothesis emerged from the literature review, it was said that local history was good for teaching skills (Stephens, 1977, Teaching History Research Group, 1991, Douch, 1967) as local historical studies were seen as ‘scientific’ and ‘detailed’ (Douch, 1967, p3) and on the whole my research confirms this is correct but only in terms of the use of sources. Historical enquiry is a wide field encompassing question creation, investigation structure and use of evidence (Department for Education, Accessed: July 2010). Interestingly, although reflection focused nearly exclusively on the use of evidence and sources, partly due to my questioning, but also down to participant response moving discussion towards this focus. All respondents discussed the joy of working with local history sources and the opportunities that this medium allowed, but in addition to this, three clear questions emerged which need further explanation:

- What impact does local history have on source analysis?
- Why is the physicality of local history sources engaging?
- Did the submersion of using sources impact student understanding of the nature of evidence?

5.1 What impact does local history have on source analysis?

Source analysis is a tricky term to define or pin down. Despite this it is a skill that history teachers have to teach, especially at Key Stage 4 where it is explicitly examined and trawling through the mark schemes of the major exam boards (AQA, Accessed: November 2011, OCR, Accessed: November 2011 and Edexcel, Accessed: November 2011) a clear hierarchy of methodology in source analysis appears. From low skills to high skills this is as follows:

- General assertion
- Lists details in source
- Unsupported inference
- Supported inference
- Supported inference with evaluation

Additionally, this hierarchy makes sense as it mirrors Bloom's Taxonomy, shown in Fig.2. which follows. What is interesting in terms of my research is that it appears that studying

local history allows students to immediately access the higher levels of this hierarchy in a way that other histories frequently don't and this may be because students come to the task with some contextual knowledge. For example in class, all the students studied the eighteenth century painting of Bristol's Broad Quay, which is the modern day site of Bristol Centre. This is a popular area of town and all students had walked through the area on numerous occasions, including the field visit. Due to this all students were able to make supported inferences about the extent of change to the modern day site in a way that a more abstract source would not have allowed. As Teacher 1 argues in Appendix M this 'supports student understanding and application of interpretation as they already have their own view point'. This is echoed in student responses from the focus groups too. Yr11 HAP Student 3 states 'I'd agree with that [that local

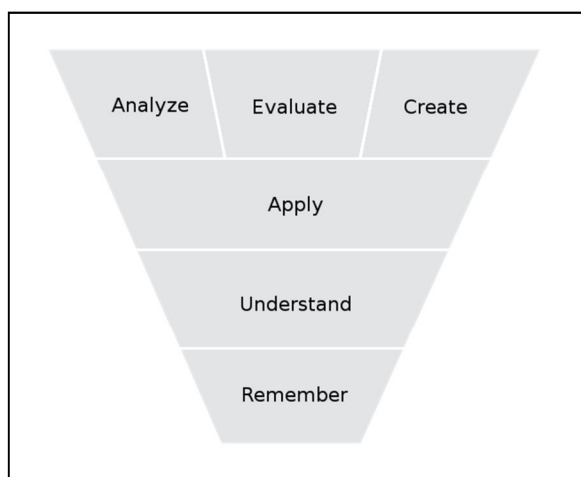


Fig. 2. Bloom's Taxonomy – copied from Anderson, L. W., & Krathwohl, D. R. (2001).

sources are easier to analyse] because you can fill in the gaps' (Appendix G) or as Yr11 MAP Student 1 argues all students have 'background information so you might know why it's there' (Appendix H). Counsell argues that students need an existing knowledge

framework (whether that be contextual knowledge or key words) to make sense of new knowledge (Counsell, 2000, p63) and it appears that with local history, students come pre-equipped with this, acquiring this existing knowledge framework from the locality where they live. Nevertheless, you do need to bear in mind that, as Teacher 2 states, 'students may have preconceived ideas about the development being studied' (Appendix M) and this may in turn actually hinder or limit source analysis.

In addition to students bringing contextual knowledge with them to local history, the higher ability students also noticed a further advantage of local history sources, the nature of the sources being more detailed and specific. Yr11 HAP Student 4 states that national sources can be 'a lot more general' and Yr11 HAP Student 1 agrees that with local sources 'you get more depth...[and] to have a depth of knowledge is more important than just having a brief outline of everything'. Interestingly this is not a view picked up on by the middle ability students or the teachers.

5.2 Why is the physicality of local history sources attractive?

The second theme that emerged from reflection was that both students and teachers found it particularly useful handling physical or original sources as opposed to poor photocopied reproductions, which is far easier with local history as we were able to take students on a field visit or due to contact with museum staff using high-quality reproductions. In student focus groups, the benefit of being able to touch or see 'real' sources is mentioned six times across the high and middle ability student groups, with students discussing the benefit of being able to 'look at them physically yourself' (Yr11

HAP Student 2, Session 3, Appendix G) or ‘you can go see it...and it’s easier to learn stuff about it’ (Yr11 MAP Student 3, Session 3, Appendix H). In Session 2, *What source skills have you learnt?* both the high and middle ability students were asked which activity had been most beneficial and both groups discussed activities completed with original sources in the museum. The middle ability group discussed an activity using the Broad Quay painting where they were required to question its reliability using supplementary evidence. Interestingly, this activity was also completed before in class, but the museum activity was the one that was singled out. Similarly, the high ability group mentioned an activity using the Maps Gallery in Bristol Museum where students had to spot turning points. Asked about why they had singled out these activities student answers focused on the learning outcomes rather than the fact they involved original sources. Regardless, this adds support to the argument when the other comments regarding physicality are taken into account. It is unquestionable that it is far easier to access original material in your local area than it is to access original national material and if these can provide stimulus and engagement in the classroom this is a clear benefit. Interestingly, for the teachers, the benefit of physical sources is not mentioned, although the access of sources is. Teacher 1, ‘local history has provided an opportunity to explore sources beyond the classroom’ or Teacher 2, ‘students are able to get access to a greater range of sources’ (Appendix M).

Additionally, this finding supports the original purpose of the School History Project’s *History Around Us* focus. As Michael Riley states ‘one of the original aims of SHP was to stimulate history-related leisure activities by fostering interest in and knowledge about

the visible remains of the past' (Appendix N) and seemingly this research suggests that local history still performs this function.

5.3 Did the submersion of using sources impact student understanding of the nature of evidence?

Local history by its nature involves detailed work with sources (Douch, 1967, Stephens, 1977) and allows the teacher the opportunity to structure lessons and activities using primary and secondary source material due to ease of access to this material. This scheme of work used primary and secondary sources liberally in all lessons and on the field visit (Appendix B). Although it would be an exaggeration to say these students had never used sources before, they had never used sources to this extent, as Yr11 HAP Student 1 testifies, 'we haven't really done much on that [source work] prior to this' (Appendix G). Therefore it is fascinating to see how the submersion into source use that studying local history provides has allowed students to develop their understanding of the nature of evidence and the work of the historian.

Interestingly, it is in this area that a major difference appears between the high ability and middle ability students. Using Shemilt's four stages of *Adolescent Ideas About Evidence and Methodology in History* (1987) to judge understanding it is clear that the higher ability students gained a complex and high level understanding of the nature of evidence, whereas the middle ability group did not. The middle ability group demonstrate *Stage II: Evidence = Privileged Information About the Past* responses. These students see sources as 'something you can use to learn about the past' (Yr11 MAP Student 3,

Appendix H) or 'they're like evidence...you can use to like help you find out what went on' (Yr11 MAP Student 2, Appendix H) and when presented with modern day objects said that they could not be sources as they were not old. Additionally, these students typify Shemilt's Stage II responses by focusing on reliability, mentioning this repeatedly; this is even taken to the extent that when asked which skills a real historian uses Yr11 MAP Student 3 responds instantly by saying 'reliability'. Whereas the high ability group responses more closely match *Stage IV: Awareness of the Historicity of Evidence*, arguing that a source is something 'you can gather evidence from to support or disprove an argument' (Yr11 HAP Student 3, Appendix G). Additionally, when given modern day objects this group did not dismiss them, but explained that they could be seen as sources but it depended on the enquiry that was being followed, arguing that a source 'can't be called a source until it is recognised as something that could be a source' (Yr11 HAP Student 3, Appendix G).

This shows a marked difference. Although the reliability of these findings as something that local history can uniquely provide is dubious (as a control discussion prior to this work would have needed to take place to clearly judge learning as a result of this work), it would be difficult to argue that submersion to this level had not had an impact on student understanding. Whether this is down to aptitude or whether Stephens was correct that local history sources are complex and although children from average ability and above may benefit (Stephens, 1977), lower ability children will need extra scaffolding to take part, further work would need to take place.

5.4 Conclusion

Although it is difficult to say conclusively that local history aids such a wide field as historical enquiry, as we have not really touched upon the skills of question creation or enquiry structure, it certainly has a positive impact in terms of handling sources. Local history, as a specialist field, provides access to a plethora of sources that other fields would not have done so easily and this appears to have a benefit in terms of understanding evidence and the increased enjoyment of using physical sources. However, it is in source analysis that local history has a real success as the contextual knowledge that students bring to this field allows more complex work to take place.

Chapter 6: Analysis - Is local history good for illustrating national history?

This chapter focuses on the findings from the student focus groups, teacher questionnaires and email correspondence with Michael Riley in relation to Hypothesis 2. Unlike the findings from Hypothesis 3, a consistent message emerges from all groups, which confirms the hypothesis that local history is good for illustrating national history.

It is in the student focus groups that this message is clearest. In *Session 1: What have you learnt about the Transatlantic Slave Trade?* all the students discuss the trade in very generic terms, despite the fact that they were taught it using a Bristol narrative (Appendix C), implying they have learnt a wider history. The students use Bristol examples to illustrate their points, for example all students mention Pero the slave, but it is fascinating to see how little the students actually explicitly reference Bristol. The middle ability group (Appendix K) do this only twice, whereas the higher ability group (Appendix J) only mention Bristol five times, but all toward the end of a lengthy discussion. In *Session 2: What local history have you learnt this term?* all students were asked to categorise their learning as either local, national or global history. The higher ability group (Appendix J) all agreed they had learnt global history and the middle ability group (Appendix K) all said either national history or global history, with no students in either group willing to classify their learning as purely local history. Yr7HAP Student 2 sums this up brilliantly ‘yeah, it’s more just general slave trade...I think it’s general because local would be more just about Bristol’ (Appendix J).

The question that naturally arises from this is whether it demonstrates that local history illustrates national history. It would be naïve to state this categorically when it is possible

that these responses were the product of eleven year old vocabulary and understanding, and they only discuss one topic in history (slavery). However, the fact that this picture emerges from both groups so categorically does suggest that local history can be used to successfully illustrate a wider or national history or at least that it is a useful route into the understanding of a larger history. Additionally all four teacher respondents (Appendix P) and Michael Riley (Appendix Q) confirm that they believe this took place, adding weight to this conclusion.

Having shown that local history aids student understanding of national history, the question that remains is why. From my research two reasons emerge:

- Local history allows students to visualise the past
- The smaller scale narrative of local history allows a greater understanding

6.1 Local history allows students to visualise the past

In *Session 3: Is local history good for illustrating national history?* students were questioned about their thoughts on Hypothesis 2. All agreed with the hypothesis and were asked why their opinion had formed. Yr7HAP Student 1 responded by saying that ‘It kind of puts a picture in your head [of] how it was like’ (Appendix J). This sums up the responses from many of the students who say that local history aided their understanding as they could visualise it. Yr7MAP Student 1 went further by saying how this compares to other subjects, ‘In English we’re doing Shakespeare and we’re learning about the Globe Theatre but, like, none of us have ever been there..... [so] we can’t really picture it in our

head' (Appendix K). This element of visualisation is key and is mentioned by every student in both groups in numerous forms (for example, 'we could picture him', 'you can imagine that') and in the responses from Teacher Respondent 2 who also mentions this as a benefit (Appendix P).

In the previous chapter it was suggested that students need an existing knowledge framework (whether that be contextual knowledge or key words) to make sense of new knowledge (Counsell, 2000, p63) and that local history aids source analysis as students came pre-equipped with some contextual knowledge. These visualisation comments echo this as the students' contextual knowledge of what a place looks like today allows them to make a mental picture of it that allows greater understanding of what it was like in the past. Cognitive development theories support this assumption, taking into account the age of the respondents. Piaget argues that children from around seven to eleven (the bracket these children fall into) have difficulty understanding the abstract (Cherry, Accessed: November 2011) and determined that children in this concrete operational stage were fairly good at the use of inductive logic. Inductive logic involves going from a specific experience to a general principle and in many ways the visualizing of the local to understand the general or national reflects this. It is interesting to note that this visualization is barely mentioned by the Year 11 students (Appendix G and H) which could suggest that these older children who fit into Piaget's formal operational stage are able to understand the abstract without this element. Additionally, this also reflects Bruner's modes of representation. Bruner proposed three modes of representation, or ways in which information is stored by children, the enactive (action-based), iconic (image-based) and symbolic (language-based) (McLeod, Accessed: November 2011) and the comments

from the students clearly reflect iconic understanding, common with children of their age. This therefore highlights the importance of local history to children at this developmental stage. The visual nature of local history, both in terms of sources and, as highlighted by these interviews, in terms of students' contextual knowledge and visual memory of a place will aid further understanding and make the leap from the known to the abstract (in the form of national history) that much easier.

It is also possible that this need for visualization purely results from living in a heavily visual culture. As a society we are saturated by images in advertising, television and now on the internet. History for children is especially visual, in picture books, films and television (particularly with the hugely popular *Horrible Histories*, (2009)) so the plethora of these comments could simply reflect this societal change.

6.2 The smaller scale narrative of local history allows a greater understanding

Another possible reason to explain why local history aids understanding of national history is the scale of the narrative, which links and crosses over with the visualisation process above. As the narrative is smaller, students and teachers describe it as being easier to understand. Although not mentioned nearly as many times as the comments on visualisation, both teachers and students either explicitly or implicitly mention this in their answers. This is brilliantly summed up by Teacher Respondent 2 who when asked if local history illustrates national history responded by saying: 'Yeah, if you do the Holocaust it's hard to get your head around 6 million, so if you focus on one person / family it has a greater impact. In this instance you could solely follow Pinney [a Bristol

slave owner] and still get the full picture' (Appendix P). The student respondents echo this view, Yr7HAP Student 2 discussed the benefits of local history and explained 'Bristol, it's one link in the chain that you really know and understand, and that's good'. Yet again, this is another example of Counsell's explanation that students need an existing knowledge framework to make sense of new knowledge (Counsell, 2000, p63) as they can understand the history on a local scale which then leads enables them to then make sense on a national scale.

Additionally, it could be argued that local history can scaffold the student's learning of national history. Bruner and Ross argue that children need scaffolds to reach their zone of proximal development (Robson, 2006) and although these psychologists focused on teacher instructions, local history seems to fulfil the same role. Bruner argues that the 'tutor performs the critical role of scaffolding the learning task to make it possible for the child' (as quoted in Robson, 2006, p32) and in many way local history appears to perform this task, scaffolding the student understanding so that they are more equipped to learn a more abstract concept, learning a smaller narrative they can understand before undertaking a national narrative that is complex. This is further supported by Hawkey who argues the 'centrality of narrative as a preferred organizing form' in students' understanding of history (2004, p40). With this in mind it is possible to see that due to the small scale of the local history narrative (often an individual's story) students can piece together the story in an easier way than they would be able to with a larger more complex national story, highlighting the potential benefits of using local history as an entry point into history for all students.

6.3 Conclusion

From this research it appears that local history does illustrate national history. Michael Riley (Appendix Q) so strongly believes in this concept that he says:

There is such rich potential in local history because young people see it as their history. It would be great, I think, to structure a whole Key Stage 3 around the history of Bristol (or any locality) making rich connections with national and wider world history.

However, there is a danger in doing this, a danger highlighted by both students and teachers. Bristol, is a city with a varied and rich history, but, other places are not. As Yr7HAP Student 3 eloquently explains, there are disadvantages of using local history in this manner ‘because some places don’t have any [history and]...didn’t get involved with anything!’ This is obviously a massive generalisation, but the student raises an important issue that some localities will not be able to illustrate national histories as easily and therefore a process of selection is certainly needed before a key stage curriculum as described by Michael Riley is undertaken. The teachers echo this view more vociferously and raise further concerns. Teacher Respondent 4, ‘if you localise history you run the risk that students fail to understand that the entire country was not doing the same thing’ (Appendix P) and Teacher Respondent 2, ‘unless you examine many localities you can never get a true national view of an event’ (Appendix P). Consequently, local history can illustrate national history but as the teachers and students have discussed this is a process that requires consideration.

Chapter 7: Analysis - Is local history intrinsically interesting and if so why?

This chapter focuses on *Hypothesis 1: Local history is intrinsically interesting as it forms part of our identity*. It is different from the work done in the previous two chapters as this hypothesis did not have a specific scheme of work designed to test it, instead it was included in the reflections from both Hypothesis 1 and 2. Therefore the findings in this chapter come from both Year 7s and Year 11s.

7.1 Is local history intrinsically interesting?

Much of the academic work evangelised local history in terms of its intrinsic interest (especially profound in Dymond, 1998, Stephens, 1977, Brooks 2008) and the findings of this project do not contradict this. Of the thirteen students who were interviewed only one (Yr11MAP Student 1) said they did not like local history and this was only 'because....you're more likely to know the stuff [already]' (Appendix H). Comments such as 'I think it's more interesting and fun' (Yr7HAP Student 2) or 'We're interested in it. It's nice to do something that you feel...you're interested in' (Yr11HAP Student 4) were a much more common response from both Year 7 and Year 11. Interestingly in both Year 7 and Year 11 one of the groups (high ability in the Year 11 sessions and middle ability in the Year 7 sessions) were more vocal about their enjoyment of the subject than their counterparts in the other group. Primarily this seems to be down to the fact that in each of these groups there was one child who really enjoyed the subject (Yr11HAP Student 4 and Yr7MAP Student 1) and their passion appeared to set the tone for the session.

Although this may have affected the validity of the findings, given the careful choice of group participants I do not think this was the case.

The teachers' comments mirror those of the students. In response to Hypothesis 3 the teachers do not directly state their interest but their overtly positive comments in Appendix M imply this. However, in response to Hypothesis 2 three out of the four teachers questioned explicitly state their interest (Appendix P).

Whether we can categorically claim that these comments about interest directly relate to local history does however remain questionable. It is clear that both students and teachers found the work interesting but it is difficult to extract the interest in local history from the subject material it is being used to illustrate. For example the Year 7 topic focused on slavery a topic that students are normally very engaged with. Therefore, although some of the comments made by students and staff say they found the local history interesting it is difficult to know if this was due to the local element or the topic element. Student comments imply it is the local element as many students explain their interest by mentioning that it is 'our own thing' (Yr11HAP Student 1) or 'I think it's more interesting and fun, really, to learn about the history of Bristol' (Yr7HAP Student 2) and there are other comments that mirror these. Therefore, although, it cannot be conclusively stated, it does suggest that it is local history that is intrinsically interesting.

7.2 Why is local history intrinsically interesting?

The findings above imply that local history is interesting; the question that arises from this is why. In the Literature Review chapter the question that was raised whether

students found this interesting because it was part of their identity or whether it helped them to create a sense of identity.

Looking at the comments given, identity is clearly an important factor. Both Year 11s and Year 7s explain that their interest stems from a link with the local area. Yr11HAP Student 1 states 'Yeah, and obviously it's our city so... We're more interested in our own thing', Yr11HAP Student 4 goes further to state 'Well, it's unlikely you'd be able to personally relate to any national history'. The Year 7 students echo these comments and Yr7MAP Student 1 says 'Because it's where you live and, like, something really interesting could have happened, like, right down the road from you but, like, years and years ago'. All these comments suggest that these students found this history interesting as they clearly believe it is part of their identity as a Bristolian and all stress the importance of learning about your own past. Barton & Levstik (2004) explain that this identification with the personal is one of the most basic forms of historical identification. They go further to state that this is normally a temporary identification though associated with middle years children (as their curriculum traditionally focuses upon this) who when exposed to national histories a new identification with the nation supercedes the personal, although no reasons are clearly given for this. However, in this study, the stronger comments about identifying with the Bristol content come from the Year 11 group contradicting this notion even though these students have been exposed to local, national and international history as part of their GCSE studies.

Looking closely at their comments it is clear that the students questioned felt pride in this history, especially interesting given that one of these schemes of work focused on Bristol's role in the Transatlantic Slave Trade, a past that most Bristolians are not proud

of. Civic pride comes out strongly as a theme both explicitly and implicitly in student responses. Explicitly students mention civic pride as a key element of their enjoyment of the subject. For example when Yr11MAP Student 2 was asked why they liked local history and answered 'Yeah, there's a bit of pride in like you can understand how things work and you can kind of... It makes you feel more involved' (Appendix H). However, far more common are the implicit comments from students when the statement '*our city*' was used on numerous occasions.

7.3 The value and purpose of identifying with local history

This dissertation is focused on the value and purpose of local history in the school curriculum and although this research has shown that local history is interesting and students identify with it, this is not sufficient for its inclusion. However the fact that these students made so many comments suggesting civic pride does reveal a potential role for local history in the teaching of citizenship. As Harris states history and citizenship have often been 'uncomfortable bedfellows' (2011, p186) as history's previous position may have been eroded due to this new subject. Plus, as Davies states the teaching of citizenship through history can be 'dangerous' (Davies, 2000) as it often brings up notions of nationalism that have previously frightened British practitioners. However, at its basic level Heater & Oliver state that the meaning of citizenship is that 'individuals are citizens when they practice civic virtue' (1994, p8). As shown above these students took pride in their local area and clearly identified with it. Therefore on a basic level local history can provide a valuable purpose in that it can increase the sense of identity that children have

with their local area. Tentatively, this purpose could also play its small part in mending the 'broken society' (Cameron, Accessed: October, 2011) that David Cameron has suggested prevails at this present time. Alone, local history will never fulfil the entire purpose of teaching citizenship but it could be another pedagogical tool to use, one which has up to this point been seemingly neglected.

7.4 Conclusion

This chapter has shown that teaching local history has value because of the way that students identify with it and this may in turn have a greater purpose in the teaching of citizenship. However, to a class teacher, the relative value of this in comparison to the illustrating of national history or the aiding of enquiry skills is potentially less important (although this may depend on context). Nevertheless, it is important to highlight the passion with which the students in this study discussed their interest in and identification with local history. Relative to the other purposes for teaching local history described in this dissertation the students' comments imply that they believe this to have the greatest value, given the large number of comments on this theme, and as a teacher this should not be forgotten.

Chapter 8: Impact and further work

8.1 Impact of the dissertation

The impact of this dissertation has been extremely positive. On a very basic level this dissertation has resulted in two new schemes of work that have been very well received by both staff and students. The slavery scheme of work that was designed to address Hypothesis 2 was particularly well received by non-specialists who commented on its depth of evidence (Appendix P) and this will be taught again in following years. Due to its success the History department are discussing adding a Bristol field visit to compliment its work and to mirror the success of the field visit designed to accompany the Bristol docks work. Additionally the work was shared with colleagues in other schools in Bristol and the M-Shed museum in Bristol will be hosting it on their learning website as exemplary practice.

The Bristol docks scheme of work was designed to address Hypothesis 3 and more importantly as a background to the GCSE controlled assessment. Students did especially well in this piece of work with every student in my own class achieving a grade B or higher except for one and this pattern mirrored the results of the whole year group. Our final GCSE results had 93% achieving A* to C, a remarkable achievement that was highlighted by our school and even some local papers. It would be a step too far to strongly link the students increased engagement during the docks work and their overall success which was the result of many other factors. However, the success of this scheme of work certainly did play its part, no matter how small.

On a wider departmental level, additionally, involving colleagues in the teaching of these new schemes of work and in the process of evaluation as part of this dissertation has resulted in a greater reflection about the role of local history in our pedagogy, from all involved. Additionally sharing the outcomes from this dissertation has meant we have now considered the introduction of further elements of local history. It would be difficult to replicate an entirely Bristol focused unit on other schemes of work, as the content would not be sufficient to cover topics such as WW1 or Empire fully, however, as a department we have worked hard to weave in elements, often as part of Home Learning. In a recently revised scheme of work on Medieval history students were given the choice of three enquiry questions for Home Learning, one on the crusades, one on life in a town and one on Bristol. The majority chose the Bristol enquiry '*Why was it difficult to control Medieval Bristol?*' which despite its difficult subject matter resulted in some outstanding pieces of work, the best being a documentary now available on YouTube (<http://tinyurl.com/8yzv53a>). This summer we are going to revise our Civil War scheme of work and we have already set aside two lessons to study the events in Bristol where major battles took place less than two miles from our school, thus emphasising the continued impact of this work.

8.2 Further work

The scale of this project was by necessity small, thus the conclusions raised from this work would benefit from being re-tested on a larger scale to prove its stability (Black, 1993 as quoted in Gray, 2004, p158) and to make more sophisticated recommendations

about the inclusion of local history in the school curriculum. As stated in Chapter 4 stability tests could take place, both intrinsically and extrinsically. Intrinsically, this method could easily be repeated with the same year groups in a different academic year. Extrinsically, other schools with different socio-economic backgrounds could be tested to make further judgements about the value and purpose of teaching local history. There would be great value in this work, although it would by necessity be at the scale of a doctoral thesis.

Further to this, the dissertation has led me to consider different paths for subsequent research that do not necessarily fall purely within the sphere of local history. As stated in Chapter 2 this project was always designed as a method to reassess my own pedagogical position in a period of change where it looks likely that a return to content and subject knowledge will be emphasised. As a result of this my pedagogical position *has* changed over the course of this project, reaffirming my own enjoyment in learning narrative and subject content which has led me to consider how students' understanding progresses in this element of learning history. Much academic work on the progression of children learning history has focused on second-order concepts like cause and using evidence (Shemilt, 1987 and Lee & Ashby, 2000) with little discussion of how children progress purely in terms of their perception of the story of the past. In the Year 7 focus groups all the children said they liked local history as they could 'see it' in their heads (Appendix J & K) yet the Year 11 did not mention this at all. This could suggest that as they progress children's understanding of the past moves from a visual understanding to an abstract understanding and this hypothesis has fired my curiosity. Current academic work has focused on the value of narrative; Sean Lang continues to argue that the construction of a

narrative is not a low level skill and should be assessed properly (2012) and Hawkey (2004) has argued the centrality of narrative in students' understanding of history. But little work has focused on how students think and comprehend these stories and whether this changes or progresses with age. Therefore I would like to set up a study where I could interview children at different ages, preferably Key Stage Two to Post-16, to see how they discuss the past to see if a difference is discernible that might suggest a framework for the progression of children's perception of the narrative of the past which could inform the teaching of history.

Chapter 9: Conclusion

The purpose of this dissertation was to answer the question *What is the value and purpose of local history in the secondary school curriculum?* After nearly three years work, on the one hand I still feel I have barely scratched the surface of this enquiry, however, on the other I am satisfied that I at least have *some* firm answers.

Local history clearly has its place in the secondary school curriculum and fulfils an important role; an essential point to highlight during a period of governmental curriculum review. In conclusion, my research has suggested that local history fulfils two main roles.

Firstly, and most importantly, the work has shown that local history can provide a scaffold to enable higher level learning, whether that be in terms of source analysis or understanding the bigger picture of national history. Working with sources or a narrative that are familiar and of a smaller nature gives students the opportunity to progress in a way that something less familiar or larger may not have allowed. Specifically in terms of source analysis the contextual knowledge that students bring to local history sources allows greater evaluation than a more abstract source would. In terms of illustrating national history, the small scale and visual aspect (again linked to student contextual knowledge) allow a greater understanding to take place. For this reason alone local history deserves its place alongside the more common inclusions on a secondary school history curriculum. Although I have noted that using local history can also have disadvantages, such as running the risk of students inferring that the entire country is the same as their locality, they have all been relatively trivial and can be avoided by careful

planning which in my mind is greatly outweighed by the multitude of benefits that have been identified.

Nevertheless this research has also highlighted a secondary purpose of local history, namely that it may increase a sense of identity and arguably citizenship in relation to one's local area. Clearly most students in this project related to the local history that they studied and saw it as *their* story. Although this reason is not as beneficial in terms of historical learning, to these students the value of this may have been even more important and is therefore an additional reason that school teachers should consider its inclusion.

Local history has often been ignored or neglected by history teachers who have favoured those narratives that they deem are either more important or easier to resource. The fact that this dissertation has forced myself and my colleagues to consider how we could include local history has had an extremely positive impact on our department and importantly on student learning. I hope that through this dissertation others can also come to see the value and purpose of including local history.

References

Aldrich, R.E (1984) 'New History: An historical perspective' in Dickinson, Lee and Rogers (eds.) *Learning History*, London: Heinemann

Anderson, L W, & Krathwohl D R (eds.) (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman

AQA, Specification Markscheme Unit 2 Option A: The American West, Accessed: November 2011 <http://store.aqa.org.uk/qual/newgcse/pdf/AQA-40402A-W-SMS.PDF>

Barton, Keith C & Linda S. Levstik (2004) *Teaching history for the common good*, N.J.: Lawrence Erlbaum Associates.

Bourque, Linda B & Eve P. Fielder (1995) *How to conduct self-administered questionnaires and mail surveys*, Thousand Oaks, California: Sage

Brooks, Pamela (2008) *How to research local history: Find out all about your house, village or town 2nd ed.*, Oxford: How To Books

Bruner, J (1960), *The Process of Education*, Cambridge, Mass.: Harvard University Press

Cameron, Speech given to the House of Commons regarding the UK riots of 2011, Accessed: October, 2011
<http://www.guardian.co.uk/politics/blog/2011/aug/11/uk-riots-day-five-commons-debate-live>

Cherry, Kendra, Key Concepts of Piaget's Theory,
<http://psychology.about.com/od/piagetstheory/a/keyconcepts.htm>, Accessed: November 2011

Clough, Peter & Cathy Nutbrown (2002), *A student's guide to methodology: justifying enquiry*, London: Sage

Counsell, Christine (2000) 'Historical knowledge and historical skills, a distracting dichotomy' in James Arthur and Robert Phillips, *Issues in History Teaching*, London: Routledge

Davies, Ian (2000) 'Citizenship and the teaching and learning of history' in R. Phillips & J. Arthur (eds.) *Issues in History Teaching*, London: Routledge

Department for Education, History National Curriculum,
<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199545/history>, (Accessed: July 2010)

Department for Education & Science (1991) *History in the National Curriculum*, HMSO

Douch, Robert (1967) *Local history and the teacher*, London: Routledge

Dymond, David (1998) *Writing local history: a practical guide 2nd ed.*, Chichester: Phillimore for the British Association for Local History

Edexcel, Specimen Markscheme GCSE History A January 2010, Accessed: November 2011
http://www.edexcel.com/migrationdocuments/QP%20Current%20GCSE/GCSE%20January%202010%20-%20MS/5HA02_2A_msc_20100217.pdf

Finberg, H. P. R. and Skipp, V.H.T (1967) *Local history : objective and pursuit*, Newton Abbot: David & Charles

Gove, Michael, *Education secretary Michael Gove's speech to the Conservative Party conference in Birmingham*, <http://www.epolitix.com/latestnews/article-detail/newsarticle/speech-in-full-michael-gove/> (Accessed: November 2010)

Gray, David E. (2004) *Doing Research in the real world*, London: Sage

Greenwood, Davydd J. and Morten Levin (1998) *Introduction to Action Research: social research for social change*, Thousand Oaks, California: Sage

Harris, Richard (2011), 'Citizenship and history: uncomfortable bedfellows' in I. Davies, *Debates in History Teaching*, London: Routledge

Hawkey, K. (2004) 'Narrative in classroom history' in the Curriculum Journal, 15, 1: 35-44.

Heater, D & D. Oliver (1994), *Foundations of Citizenship*, London: Harvester

Hennink, Monique, Hutter, Inge & Bailey, Ajay (2011), *Qualitative research methods*, London : SAGE

Historical Association (2009), *Local Voices*, Teaching History 134, Historical Association

Horrible Histories (2009), television series, British Broadcasting Corporation, distributed by Lion productions, UK

Hunt, Tristram, *The importance of studying the past*,
<http://www.tristramhunt.com/web/studyingthepast.pdf> Accessed: October 2011

Kumar, Ranjit (1999) *Research Methodology: a step by step for beginners*, Thousand Oaks, California: Sage

Lang, Sean (1993) 'What is Bias?' in Teaching History, 93, Historical Association

Lang, Sean (2012) 'Debates: Narrative in school history' in Teaching History, 145, Historical Association

Lee, P. J., Ashby R. (2000) 'Progression in historical understanding among students ages 7-14' in P. Seixas, P. Stearns and S. Wineburg (eds), *Teaching, Learning and Knowing History*. New York: New York University Press.

Lowenthal, David. (1998) *The heritage crusade and the spoils of history*, Cambridge: Cambridge University Press

Marsden, W.E (1989) 'All in a good cause! Geography, history and the politicisation of the curriculum in nineteenth and twentieth century England' in *Journal of Curriculum Studies*, Vol.21, No.6, p509 – 526

McLeod, S. A. (2008). *Simply Psychology; Bruner | Modes of Representation*.
<http://www.simplypsychology.org/bruner.html>, Accessed: November 2011

OCR, *GCSE History A Schools History Project Specification*,
http://www.ocr.org.uk/download/kd/ocr_9975_kd_gcse_spec.pdf
(Accessed: July 2011)

OCR, *Specimen Markscheme History A Developments in British Medicine*,
http://www.ocr.org.uk/download/assess_mat/ocr_8328_sam_gcse_unit_a592_21.pdf
(Accessed: November 2011)

Ofsted (2011), *History for All*, <http://www.ofsted.gov.uk/resources/history-for-all>
(Accessed: July 2011)

Phillips, Robert (2000) 'Government policies, the state and the teaching of history' in J. Arthur and R. Phillips (eds.), *Issues in History Teaching*, London: Routledge

Phythian-Adams, Charles (1987) *Re-thinking English local history*, Leicester: Leicester University Press

Punch, Keith (1998) *Introduction to social research: Quantitative and qualitative approaches*, London: Sage

Robson, Sue (2006). *Developing thinking and understanding in young children*, Oxford: Routledge

Rogers, Alan (1977) *Approaches to local history*, London: Longman

Schools History Project (1976) *A New Look at History*,
<http://schoolshistoryproject.org.uk/AboutSHP/downloads/NewLookAtHistory.pdf>
(Accessed: July 2011)

Schools History Project, *Schools History Project Principles*,
<http://www.schoolshistoryproject.org.uk/AboutSHP/principles.htm>, (Accessed: July 2011)

Shemilt, D (1987) 'Adolescent Ideas about Evidence and Methodology in History', in Christopher Portal (ed) *The History Curriculum for Teachers*, London: The Falmer Press

Stephens, W. B. (1977) *Teaching local history*, Manchester: Manchester University Press

Stringer, Ernest T. (1999) *Action Research*, Thousand Oaks, California: Sage

Symcox, L & A. Wilschut, (2009) *National History Standards – The problem of the canon and the future of teaching history*, Charlotte, N.C: Information Age Publishing

Sylvester, David (1994) 'Change and continuity in teaching 1900 to 1993' in H. Bourdillion (ed.), *Teaching History*, London: Routledge

Teaching History Research Group (1991) *How to plan, teach and assess history in the National Curriculum*, Oxford: Heinemann Educational

Tranter, M et al (1999), *English local history: the Leicester approach, a departmental bibliography and history, 1948-1998*, Leicester: Friends of the Department of English Local History

Walker, E.C. (1935) *History teaching for today*, Nisbet

Who do you think you are? (2004 onwards), television series, British Broadcasting Corporation, distributed by Wall to Wall productions, UK

Wood, Michael (2010) *Story of England*, television series, British Broadcasting Corporation, distributed by Maya Visions productions, UK

Appendix A: Profile of School A

Profile of School A*

Total number of students	942
SEN Students	133
BME Students	196
Gifted and Talented Cohort (YG&T)	134
Receivers of Free School Meals	38
Gender Split	492 Boys, 450 Girls

*Data correct as of July 2011

Appendix B: Year 11 Bristol Docks Scheme of Work

OCR GCSE History A (Schools History Project)

Controlled Assessment History Around Us:

Bristol Docks Scheme of Work



<p>1. What is controlled assessment?</p>	<p>Pre-starter: Overview of Year 11. Overviews on the board as students enter. Direct students to read – any questions?</p> <p>Starter: What is controlled assessment? Students to discuss in pairs snowballing in to whole class brainstorm – record key words on the board do not dismiss any points and ask ‘why?’ students have these preconceptions. Inform students the focus of the lesson will be defining controlled assessment and understanding the process. The spider diagram recorded will be referred to later to as a comparison and can be used to dispel misconceptions.</p> <p>MAIN:</p> <p>Task One: Teacher Talk Teacher led – using the PPT talk through controlled assessment. At this point provide all students with a copy of the PPT up to slide 14 (print three slides per page to enable students to add notes).</p> <p>The key points are:</p> <ul style="list-style-type: none"> • 2000 words • 8 hours to complete their final piece in controlled conditions • Class notes must represent their final grade (class work can be called by OCR to validate a students grade. On my course they indicate this would be common practice in the first years) • Selection of relevant material is essential and the most important assessment factor. • For higher grades drawing links and making comparisons are essential • Too much research can make the task harder • Can not resit
---	---

	<p>Task Two: Students to write a 50 word summary of controlled assessment. Be strict on the word limit as it will force students to focus on defining the process.</p> <p>Students to share their definitions / peer assess.</p> <p>Task Three:</p> <ul style="list-style-type: none"> • Provide students with the marking criteria – pages 49 & 50 from the spec. • Students work in pairs but each to complete the task on their own sheet. • LAP: Students to read and highlight changes between each grade boundary up to band 4. • MAP: Students to focus on bands 3 & 4. Highlight the changes in language and explain them. • HAP: Students to focus on bands 4 & 5 explaining the differences between them using examples. <p>Each group of students to feedback in the order above.</p> <p>Plenary: What were our misconceptions? Refer back to the starter spider diagram. What questions do you still have? Encourage students to ask each other and discuss them before you answer. You could provide each student with a post it to record a question on, students stick at the front of the room and then take some one else's to answer. Or students ask the question and another student answers.</p>
--	---

<p>2 & 3. What is the history of Bristol?</p>	<p>Starter: Discussion - What is the point of learning about local history? Teacher to lead this however they wish</p> <p>MAIN:</p> <p>Task 1. Teacher introduction Using the visual stimulus explain that the history of Bristol is varied and important to both us and the wider country and world. Using pictures ask the students to guess some of the themes we will investigate today.</p> <p>Task 2: Design an exhibit for the M-Shed</p> <ul style="list-style-type: none"> • Students must produce an annotated timeline of the history of Bristol for the new M-Shed museum in town. They will be presented six periods of history (Anglo Saxon, Medieval, 17th century, 18th century, 19th century and 20th century). • Each era has a separate handout, with a summary history and three items that represent the era. Students must summarise the key features of the era and select one item that best represents that era, clearly explaining why they chose that item. • Please emphasise that this is both about knowing something about Bristol AND practising source selection! <p>Plenary: Statement bank Ask the students to look back at their work highlight all the parts of their sentences that are generically about source selection, e.g. do not directly refer to Bristol. For example one part might be 'this source is useful because..' or 'this source best represents....'. Get the kids to add these to a highlighted box in their exercise books called useful statements as they can use these in the controlled assessment.</p>
--	--

<p>4 & 5. How and why has Bristol Docks developed?</p>	<p>Starter: What is a dock? As a class create a definition.</p> <p>MAIN:</p> <p>Task 1: Geographical context</p> <ul style="list-style-type: none"> • Issue students with a map of Bristol Docks. • Students label / highlight the following locations: • St Augustines Marsh, Cumberland Basin, Floating Harbour, River Avon, River Frome, Pero's Bridge, Princes Street Bridge, M-Shed & Millennium Square. <p>Task Two: Map annotation Using the fact sheets about Bristol Docks students to colour code their maps to show how the docks developed during the following time periods:</p> <ul style="list-style-type: none"> • Anglo Saxon • Medieval • 19th century • 20th century • 21st century <p>Task Three: Video Show students the Andy King documentary about the significance of Jessop's plan and implementation of the Floating Harbour http://www.bristolfloatingharbour.org.uk/</p>
---	---

	<p>Extension task</p> <p>In less than 200 words describe the major changes in Bristol's docks</p> <p>Task Four: Why did Bristol City Docks change?</p> <p>Issue students with the Controlled Assessment source books. Present students with three hypothesis:</p> <ol style="list-style-type: none"> 1. Because of the nature and course of the River Avon 2. Ship technology meant that the larger ships being built could not get into the docks 3. Competition from other docks <p>For each hypothesis students to:</p> <ul style="list-style-type: none"> • Select evidence to support its validity • How does it support it? • How useful & reliable is the source? • Why have you selected it to help support your judgement? <p>Plenary: Discussion</p> <p>How and why has Bristol Docks developed?</p>
<p>Bristol Docks Field Visit Itinerary</p> <p>9.00 – 10.00</p> <p>Sketch mapping of Bristol Docks from the vantage point of Brandon Hill. Students to label the uses of the docks and see if material evidence from different eras still exist.</p>	

<p>10.00 – 11.00 Bristol Museum – carousel of three activities:</p> <p>Activity 1: Map Gallery Pick one map pre-1807 and one map post-1807 and describe the difference Which map shows the key turning point in the history of Bristol Docks? Which two side by side maps show the biggest change?</p> <p>Activity 2: Is the Broad Quay painting accurate? Using the additional source material provided by museum staff students are to answer the enquiry question</p> <p>Activity 3: The Bristol Gallery As the M-Shed museum is about to open students are to pick three items for inclusion in the new museum that best represent the docks.</p> <p>11.00 – 13.00 Walking tour and lunch. Tour to include, Georgian House, the Centre, Welsh Back, Pero's Bridge, Mud Dock and Queens Square.</p> <p>13.00 – 14.30 Boat tour provided by Bristol Packet</p>	
<p>6. Bristol Docks visit follow-up</p>	<p>Recap the visit in three stages</p> <ol style="list-style-type: none"> 1. Brandon Hill 2. Walking tour 3. Museum

	<p>Starter: Brandon Hill</p> <ul style="list-style-type: none"> • What can you identify? • What are the key features? • Which key features tell us about the history of the dock? • Why are they significant to the docks? <p>MAIN:</p> <p>Task One: Is your sketch map a reliable source about the docks? Aim to get students to discuss difficulties of drawing in perceptive, sight of vision, their understanding of 'key features'. Link to the Broad Quay painting from the museum. How is this useful to use in understanding source reliability? Students to annotate their sketch with comments on reliability HAP: link to Broad Quay. LAP: A point for each side</p> <p>Task Two: Script of the walking tour Students work in pairs. Provide each with an image of a section of the walking tour. They are to write a short script about this section of the visit relating to the docks & its significance.</p> <p>Task Three: Present the tour (consolidation) Present to the class in order of the walk. Students to be provided with a blank map which they can add notes to.</p> <p>Task Four: Museum information Working in small groups (4) students to share their findings. 5 minutes max on each page.</p>
--	---

	<p>HAP: Start to relate their findings to the key questions on the back of their work booklet.</p> <p>Plenary: Any questions?</p> <p>Students to pose questions and their peers answer.</p>
<p>7 & 8. How similar is Bristol to other docks? Liverpool case study</p>	<p>Starter: Discussion</p> <p>Name other docks you know</p> <p>What are they famous for?</p> <p>MAIN:</p> <p>Task One: Introduce Liverpool as a comparison</p> <p>Introduce Liverpool Docks by giving students a set of Liverpool images and get them to put them in chronological order.</p> <p>What can you infer about Liverpool from these images?</p> <ul style="list-style-type: none"> • MAP: Using your Bristol Docks chronology identify similarities and differences • HAP: Explain the development of Liverpool Docks using the images starting to draw comparisons with Bristol <p>Task Two: Chronology of Liverpool Docks</p> <p>Similar to the activity in Lesson 4 students are to create a chronology of Liverpool Docks. There are era cards to further students understanding. Students work in small groups and agree which are the key points, extract and add to their chronology.</p>

	<p>Task Three: The creation of Liverpool wet dock</p> <p>Students to watch sections of Time Team Special: The Lost Dock of Liverpool (total 28 min plus review time) I suggest you discuss the points rise and just turn down the sound between the times as jumping forward can cause it to crash!</p> <p>http://www.youtube.com/watch?v=9cmP55NWWVaY</p> <ul style="list-style-type: none"> • 0 min - 3.30min • 4.57 – 5.30 • 8.35 – 16.06 • 22.10 – 23.58 (Stop before the advert, you might have problems forwarding at this point so let the advert run but talk over it) • 28.49 – 39.19 • 40.00 - End <p>Task Four: Compare Bristol and Liverpool chronology – similarities and differences</p> <ul style="list-style-type: none"> • LAP: Identify • MAP: Explain • HAP: Evaluate – to what extent? <p>Plenary: Continuum line</p> <p>How similar were / are Bristol & Liverpool?</p>
<p>9 & 10. How important was the site both locally and nationally?</p>	<p>Starter: Recap</p> <p>What are the similarities and differences between Liverpool and Bristol Docks?</p> <p>MAIN:</p>

	<p>Task One: How does Bristol docks compare to Liverpool, Gloucester and Avonmouth?</p> <p>Students to complete a data capture grid to compare Bristol Docks to Liverpool, Gloucester and Avonmouth. The first two will be consolidation work. The information for the latter two is completed with a source pack which includes potted histories, maps and photos.</p> <p>Task Two: Focused questions</p> <p>Answer focus questions encouraging students to address the main question.</p> <ul style="list-style-type: none"> • Which is the most important? • Which is the least important? • What common features do each site have? • What is the turning point in the history of each site? • Why can you argue that Bristol is best? • Which has had the easiest development? <p>Plenary: Discussion</p> <p>How important was the site both locally and nationally?</p>
11, 12 & 13. Mock Controlled Assessment	<p>Starter: Recap to Lesson 1</p> <p>What are the requirements of the full CA? Students to list. Emphasise the following:</p> <ul style="list-style-type: none"> • 8 hours • 2000 words • Relevant response • Source selection

	<ul style="list-style-type: none"> • High level of control <p>Can also give students the AfL mark sheet to extract the key points.</p> <p>MAIN:</p> <p>Task One: Introduce question Issue students with the previous year's question and inform them they are going to complete a mini CA assessment. <i>How important was Bristol Dock 1600-1900?</i></p> <p>Task Two: Planning time Students to have 30 minutes planning time – using their class files.</p> <p>Task Three: Mock Controlled Assessment 2 hours to complete the question Issue students with the AfL mark scheme to monitor their responses and use as a point of reference when discussing their progress.</p> <p>Plenary: Successes and development points Student feedback based on successes & areas for personal development</p>
ISSUE QUESTION	Formal assembly – all students are issued the question at the same time.

Appendix C: Year 7 Slavery Scheme of Work

Should Bristol apologise for its role in the slave trade?



<p>1 & 2. What was the slave trade and how was Bristol involved?</p>	<p>Learning Outcomes:</p> <p>ALL will know one item that was traded at each stage of the triangular slave trade</p> <p>MOST will describe the items used at each stage of the triangular trade route and explain why Bristol was involved</p> <p>SOME will independently explain the transatlantic slave trade and Bristol’s involvement</p>
<p>Lesson Aim: To understand the slave trade triangle</p>	<p>NOTE: This is probably a lesson and a half’s work. But if you set the Home Learning this lesson it should fill the time. If not watch the early parts of Roots to give some narrative to the lessons.</p> <p>Starter: What is a slave? (10 mins)</p> <p>As students enter the room there are three questions on Slide 1 on the PPT:</p> <ul style="list-style-type: none"> • What is a slave? • How are they different from a servant? • What do you already know about slaves? <p>Either get the students to write these down in their books (or on Post-Its) or lead the class in discussion. This task should aim to define the term slave (emphasise unpaid and treated harshly) and judge current level of knowledge as some may have studied this at primary school.</p>
	<p>MAIN:</p> <p>Task One: W.M Heard advert – layers of inference (10 mins)</p> <p>Hopefully if you haven’t told the students what the module title they will be doing next, this starter will enable them to do some guess work and should capture their interest. Give each pair a copy of the W.M Heard advert from the PPT (Slide 2). Ask them complete a layers of inference activity; what can they see, what does this tell me. Importantly ask the students to think about what key enquiry question we are looking at for the next few weeks.</p>

<p><i>Non-Specialist Info: The source is an advert for a gunmaker in Redcliffe St, Bristol. At the time of the 18th century, gun makers made huge profits in Bristol selling guns to slave merchants, which were used to capture and control black Africans.</i></p> <p>Task Two: Feedback and introduction of unit enquiry question (5 mins)</p> <p>Feedback discussion. Emphasise that Bristol was hugely involved in the slave trade in the 18th century and that will be the focus of the next three weeks.</p> <p>Introduce key question. <i>Non-Specialist Info: The portrait on the key question is John Pinney, who is a Bristolian who is heavily associated with the slave trade, owning slaves in his plantation in Nevis, as well as owning Pero, who the bridge in town is named after. Pinney lived in the Georgian House, just off Park St and will feature heavily in this SoW.</i></p> <p>Task Three: What was the slave trade? (probably at least 45 minutes, but maybe up to an hour as there are a lot of sources)</p> <p>This activity is key to the students understanding of the whole unit and by the end each student should know on a basic level what happened during the triangular slave trade in the 18th century. Before the activity begins it is a good idea to go through the slave trade – the key facts (Slide 6)</p> <p><i>Non-Specialist extra information:</i></p> <p><i>Emphasise the numbers involved (as a comparison 6 million Jews were killed in the Holocaust, so in many ways this is the African Holocaust and is known as exactly that in Africa and is called the Maafa).</i></p> <p><i>The slave trade took place between 1697 and 1807 (The slave trade was legal before this, but only carried out by the Royal</i></p>	
---	--

<p><i>Africa company based in London. The Bristol Merchant Venturers (among others) petitioned Parliament to open up the trade. This happened with the Act to Settle the Trade with Africa of 1698. That's when Bristol merchants legally got involved. The Trade ended in 1807 with the Abolition Act)</i></p> <p><i>Many cities were involved (Liverpool, London and Bristol were the most prominent in the UK)</i></p> <p>For the activity each pair of students gets a source sheet and each student should be given a blank map. There is then three differentiated sets of instructions:</p> <ul style="list-style-type: none"> • LAP: Challenge 1 - 1. Using your planners or an atlas mark on the following locations: Britain, Africa, Gambia, Guinea, Senegal, Ghana, America, West Indies (also known as the Caribbean), Atlantic Ocean. 2. Draw big arrows from Bristol to the East Coast of Africa, then from the East Coast of Africa to the West Indies, then finally an arrow from the West Indies to Bristol. 3. Using sources 2, 8, 9, 11, 12 can you work out what items were taken along each of these arrows and then swapped for other goods?<i>Extension: Use sources 13 and 14 too!</i> • MAP: Challenge 2 - Using your maps and the sources draw a diagram to explain the triangular slave trade of the 18th century. Work out from the sources what was traded at each stage. HINT: Draw big arrows from Bristol to the East Coast of Africa, then from the East Coast of Africa to the West Indies, then finally an arrow from the West Indies to Bristol. Extension: Explain why there was also a direct route between the West Indies and Bristol (avoiding Africa all together) by the end of the 18th century. • HAP: Challenge 3 - Use the map and explain how the Transatlantic Slave Trade worked. You will need to explain what goods were exchanged for at each stage of the route. In your writing ensure you explicitly refer to sources and see if you can find sources that support each other (e.g. have the same message). Extension: Why was Bristol involved and what did it gain from this trade? <p>Task Four: Feedback and common misconceptions (10 mins)</p> <p>Teacher to lead a class discussion on what the students found out. It is important at this point to go through the common misconceptions about Bristol and the slave trade, e.g. <i>there were no slaves sold in Bristol. Blackboy Hill is not where they</i></p>	
---	--

	<p><i>had an auction. Bristol did have a slave population (of whom Pero was one) but they were small in number and were slaves in the West Indies and brought over from there with merchants, not directly taken from Africa to Bristol.</i></p> <p>Task Five: Set Home Learning (10 mins)</p> <p>On the PPT (Slide 9) are examples of Bristol buildings. Ask the students what they have in common? The answer unsurprisingly is the slave trade (<i>Non-specialists: Wills memorial – Wills family were tobacco merchants, Colston statue and hall – was a slave merchant who gave thousands to the city, Georgian House – when Pinney, a slaver lived, Peros Bridge – named after Pinney’s slave</i>). Their HL for this unit should now be set. There are full instructions in the folder but students have to produce a tourist leaflet to Bristol about the city’s links to the slave trade.</p> <p>Plenary: Initial thoughts about the enquiry question (5 mins)</p> <p>The unit enquiry question should now be back on the PPT (Slide 10). Either hold as a mini-debate or use a continuum line or Post-It debate asks students for their initial thoughts regarding if Bristol should apologise. Liverpool and London have, Bristol has yet to.</p>
<p>3. Slave capture – Are Africans or Europeans more to blame?</p> <p>Lesson Aim: To understand the role both Europeans and</p>	<p>Learning Outcomes:</p> <p>ALL will discover two facts about slave capture MOST will describe the process of slave capture SOME will explain if Africans or Europeans were more to blame for slave capture</p> <p>Starter: Speed History (10 mins)</p> <p>On the PPT is the map from last lesson. Students have 3 minutes to prepare to stand in front of the map and explain to the class the slave trade triangle in the shortest time. Pick a student at random to begin and get another to time them. Then get a few more to see if they can do it quicker. Repeat until you are sure they understand appropriately.</p>

Africans took in the capture of slaves	<p>MAIN:</p> <p>Task 1: Unit Enquiry recap (5 mins) Bring the enquiry question back up on the PPT (Slide 2) and ask the students what other information we need to answer this question. This should develop their enquiry skills and working out how to break down questions into manageable parts. Hopefully (fingers crossed) they might mention we need more about what happened to the slaves. Explain we will look at three main parts; capture, transport and plantation life.</p> <p><i>Introduce today's enquiry question: Slave capture – Are Africans or Europeans more to blame?</i></p> <p>Task 2: Source skills (layers of inference) (30 mins) Put the students into groups of five (try and put one HAP student in each group). Then give each student one of the five sources (the HAP student should be given the text source).</p> <p>Get the students to stick in the source in the middle of the page ready for a layers of inference activity.</p> <ol style="list-style-type: none"> 1. Label everything they can see in an inner box. The HAP student can label the major points of narrative. 2. In an outer box label explain what this might mean about capture – this is the inference part and students should make hypotheses about why these slaves are being captured 3. In the final outer box write down any questions they may want to ask of the source, e.g. why was it produced? And comments about it's reliability <p>Group discussion: Get the group of five to share their findings and as a group come up with an answer to the key question.</p>
--	--

<p>Task 3: Feedback</p> <p>Collect feedback from each group relating to the key question. Further discussion (<i>if time</i>) – why did Africans sell their own into slavery? Use the source on Slide 6 to enable students to answer this question themselves.</p> <p>Plenary: Is Roots accurate? (10 mins)</p> <p>Show the clip from Roots which shows the capture of Kunta Kinte. Is this accurate based on what we have looked at so far?</p> <p>http://www.youtube.com/watch?v=ZqTpX2-IOPU&feature=related</p> <p><i>Non-Specialists: Roots is a controversial TV show from the 1970s. When it was first shown it was pretty much the first show to have black stars. It's based on a book with the same title by Alex Haley who claimed to have investigated his 'roots' and found he was related to a slave called Kunta Kinte. He was later found to have falsified his account. However Roots remains a landmark TV show.</i></p>	<p>4. What was the reality of the Atlantic Passage?</p> <p>Lesson Aim: To appreciate the horror of the Middle Passage</p> <p>Learning Outcomes:</p> <p>ALL will know three facts about life on board a slave ship MOST will describe what it was like on board a slave ship SOME will explain the reality of the Middle Passage and develop skills of questioning sources</p> <p>NOTE: This is easily enough material for a good lesson and a half (possibly two) so feel free to extend how you wish.</p> <p>NON-SPECIALIST NOTE: Be careful with wording in this lesson as this is important to convey the experience faced by the</p>
--	--

<p>enslaved.</p> <p><i>The Atlantic Passage is commonly called the Middle Passage but the common usage of the word 'middle' reflects the passage from the European point of view. For the enslaved Africans, this was the only passage. Also, try and use the term 'enslaved' rather than 'slaves' as this implies that they were people who became enslaved. The word 'slave' shows only one aspect of them.</i></p> <p>Starter: Brooke's diagram</p> <p>Give each pair or per student a laminated copy of the Brooke's diagram. On the PPT are four questions to consider:</p> <ul style="list-style-type: none"> • What is happening here? • What is it's purpose? • Why was this produced? • Can we believe it? <p>Ask students for feedback and explain that today we are going to look at the 'Atlantic passage' and how the enslaved were treated aboard the slave ships.</p> <p><i>Non-Specialists: The Brooke's diagram was produced in 1788 by the abolitionists. It is a diagram of the ship Brooke, which sailed from Plymouth.</i></p> <p>MAIN:</p> <p>Task 1: Teacher Introduction</p> <p>Put up Slide 2 of the PPT (a picture of the privateer, the Jason in 1760). Explain that today we will be looking at what was the reality for the enslaved on board these ships. Much of the following information could easily be delivered in question and answer.</p>	
---	--

<p>This transport between Africa and the West is known as the Atlantic Passage. It is the part of the slave trade that Bristolians played the biggest part. Over 2000 ships made the journey in the 18th century. Most were about 70 to 100 tons (as a comparison the Matthew is 50 tons) and carried roughly 200 enslaved people each depending on the captain (<i>you could either pack them tight and risk higher deaths, or pack them loose and potentially not earn as much money</i>).</p> <p>Task 2: What is like aboard a slave ship?</p> <p>Show the Roots clip on board the slave ship. Start from 1 minute in (<i>as the 1st is narrative about his mum!</i>) http://www.youtube.com/watch?v=qQGJwAOvCwo&feature=related</p> <p>Students must imagine they are Kunta Kinte. What are the sights, smells and sounds they are experiencing. This is just to properly introduce the lesson so no need to write anything down.</p> <p>Task 3: What was the reality of the Atlantic Passage? Source analysis</p> <p>Discussion Point: This is the most significant part Bristol played in the slave trade yet we have very limited evidence. Why is it that we have such limited information? (<i>Possible answers – were men ashamed of what they were doing? / were they hiding their work from abolitionists?</i>)</p> <p>Explain that as we have limited information we will have to look at other boats and other reports to get the full picture (although we will come back to Bristolians at the end). Give each student a source sheet about the Middle Passage. They are to write a report on the realities of the Atlantic Passage (on the PPT are some examples of what to study). This can be in any format the student wishes but you could suggest one of the following:</p> <ul style="list-style-type: none"> • A diary extract • A written formal report • A mini-essay 	
---	--

	<ul style="list-style-type: none"> A letter to the Parliament of the time asking for abolition <p>G&T activity: On the back of the source sheet is an extra source (Source G) which is Olaudah Equiano's full report of the Atlantic Passage. It is quite lengthy and is designed to get the more able students to use longer sources.</p> <p>Plenary: Four Bristol Accounts</p> <p>Now we've seen what life was like according to different sources lets return to the limited Bristol evidence. In groups of four give each student a different account. They need to read it and then discuss as a four what they read. The accounts are available from the website below and saved as a separate document for printing.</p> <p>http://discoveringbristol.org.uk/slavery/routes/bristol-to-africa/shipping/four-ships-fortunes/</p> <p><i>This is a good opportunity to return to the unit enquiry question if time.</i></p>
<p>5. What was it like at Mountravers plantation?</p> <p>Lesson Aim:</p> <p>To introduce the characters of Pinney and Pero and appreciate what life was like on a plantation</p>	<p>Learning Outcomes:</p> <p>ALL will know three facts about plantation life</p> <p>MOST will be able to describe how life was for the enslaved on Mountravers</p> <p>SOME will independently lead an investigation into Pero Jones using primary sources</p> <p>NOTE: This lesson involves a lot of resources. Copies of all resources have been laminated for use.</p> <p>Starter: List of slaves purchased by John Pinney</p> <p>Give each pair a laminated version of the list of slaves purchased by John Pinney between 1764 and 1769. On the PPT are a series of questions they need to work out the answers to (they don't have to bother writing it down, this can be done via discussion).</p> <ul style="list-style-type: none"> What is this document?

<ul style="list-style-type: none"> • Who are these slaves bought from? (<i>Non-Specialists: It's important to notice that only a few are from a captain, most of just bought off other plantation owners so were not African born. Pero is a key example and it says he is Creole or Caribbean born</i>) • What is the average age of the slaves? • Is there anything unusual here? <p>MAIN:</p> <p>Task 1: Teacher introduction</p> <p>Explain that today we are going to look at what it was like for the enslaved, once they arrived in the Caribbean or USA. The focus will be on what it like at Mountravers in Nevis, which was owned by John Pinney, who lived at Great George St in Bristol (in the Georgian House, just off Park St). Pinney had a slave called Pero, who ended up following his master to Bristol and the bridge in the centre is named after him. There are images to accompany this introduction.</p> <p>Task 2: Source based investigation</p> <p>The next task is split into two by ability:</p> <p>LAP / MAP Activity: What was it like at Mountravers plantation? Carousel</p> <p>Students have 5 minutes at each of the 6 stations and different activities at each. They could complete this without any writing at all, but it depends on the class and situation.</p> <ul style="list-style-type: none"> • Station 1 – Branding – Draw your own version of Pinney's brand. • Station 2 – What did John Pinney say about Mountravers? – Questions to accompany three primary sources. • Station 3 – Slave Names – Count the number and notice anything unusual about names (<i>Non-Specialists: Most of the enslaved were given names by their masters, hence things like Little Tom, not an especially African name!</i>) • Station 4 – What jobs were there on Mountravers? – Clark's Views of Antigua – Note down all the jobs you can see 	
---	--

	<ul style="list-style-type: none"> • Station 5 – How were the enslaved treated? – produce a graffiti wall of words that convey your feelings about the source • Station 6 – Map of Nevis <p>HAP Activity: <i>Real-historian’s stuff – did Pero Jones have a good life?</i></p> <p>This activity will only work with high-achieving students as its very tricky and will probably work best in a group so they can discuss the sources and work out the mystery. There are six sources and if read at face value are very simplistic, but good historians make inferences. Using the 6 sources the group must tackle the key question above. To do this effectively they have a question sheet with lots of additional questions. They should be given time to present their findings to the group as a plenary.</p> <p>Plenary: Did Pero Jones have a good life?</p> <p>The HAP group should now present their findings to the rest of the class, explaining what they found out, referring to specific evidence.</p>
<p>6. What was it like to live as a Bristol merchant in the 18th century?</p> <p>Lesson Aim: To understand the contrast of the lavish life of a</p>	<p>Learning Outcomes:</p> <p>ALL will be able to describe three things in the Georgian House</p> <p>MOST will describe the Georgian House and have an opinion about Pinney</p> <p>SOME will justify an opinion about whether the Georgian House should continue to be open</p> <p>Starter: Maths Challenge – How much did Pinney make from Nevis?</p> <p>On the PPT (Slide 1) is a simple maths challenge. In 1783 John Pinney returned from Nevis to Bristol. He returned with £70,000 he had made from his plantation. In 1783, £10 was worth £930 in today’s money. How much did Pinney make in today’s money? Get students to work this out using mobile phones or calculators.</p>

<p>merchant and the horror of plantation life</p>	<p>The answer is £6,510,000 (or £6.5 million!)</p> <p>MAIN:</p> <p>Task 1: John Pinney narrative</p> <p>On the PPT (Slide 2) is a portrait of Pinney (from the Georgian House) and a map showing its location. Freeze this slide and then read the story on Slide 3 to the students. Alternatively give the students Slide 3 and get them to do a DARTS activity or read to each other in pairs.</p> <p>Task 2: Independent Group Learning / Virtual Field Trip</p> <p>Introduce the students to the question <i>What was it like to live as a Bristol merchant in the 18th century?</i> In groups of your choosing give them out the pack of information on the Georgian House. As a class decide on a success criteria and allow the students 30 to 40 minutes to answer the question however they wish. Some examples might include:</p> <ul style="list-style-type: none"> • A poster • A script • A podcast • A role play • A video <p>This activity would work brilliantly in an ICT room if one can be booked. If this is possible great videos could be made using PhotoStory and all the images are available from http://discoveringbristol.org.uk/slavery/learning-journeys/georgian-house/</p> <p>Plenary: Sum up Pinney's life in the Georgian House in 2 or 3 words</p> <p>Ask the students to sum up Pinney's life. This would be best done on Post-Its that can be stuck on the board. They will</p>
---	---

	<p>probably write down things like lavish, rich, posh. Once this is done ask them based on last lesson why this is so disgusting. Without taking any answers bring up Slide 6 which is a reminder of the unit enquiry question. Ask them what they think now.</p> <p><i>G&T question – Should Bristol Council leave the museum open?</i></p>
<p>7. Why is the Seven Stars, arguably, the most important pub in the world?</p> <p>Lesson Aim: To introduce the role of Bristol in the abolition movement and get students to make inferences about the nature of African society</p>	<p>Learning Outcomes: ALL will be able to define the word abolition MOST will describe the story of Clarkson and the Seven Stars and use evidence to describe why Africans were civilised SOME will explain the significance of Clarkson and use evidence to construct a case for the abolition of the slave trade</p> <p>Starter: Is this Bristol pub the most important pub in the world? Discussion – Ask students to suggest reasons why this pub is the most important pub in the world. Easiest way to do this is with Post-Its which could be stuck around the image on the board. Encourage wild and wacky ideas!</p> <p><i>Non-Specialists: This is the Seven Stars, next to the Fleece, just across Bristol Bridge. It is famously where Thomas Clarkson, one of the most significant abolitionists found evidence to prove the horrors of the slave trade.</i></p> <p>MAIN: Task 1: Who is this man and what has he got to do with this pub? Give each student a card sort sheet. They must cut out and piece together the narrative of Clarkson and what happened at the Seven Stars. Follow this with a discussion to ensure all students understand the narrative. If you would like there is a nice quote on Slide 3 to give Clarkson's personal take on the story. Give a student the role of Clarkson and get them to read it aloud.</p>

	<p>The teacher will need to explain the term abolition and abolitionists to students.</p> <p>Task 2: Clarkson's Box</p> <p>Teacher Explanation (using Slide 4). In addition to collecting stories from the sailors about the slave trade Clarkson also famously had a box of evidence from Africa that showed that Africans were in fact very civilised. He used this at public meetings to get people to support the abolition movement.</p> <p>Each student will be given a source sheet of photos from Clarkson's box, plus one or two other photos of artefacts (the Benin head is on display in Bristol Museum). Using these sources they must pretend they are Clarkson writing a speech about why slavery is wrong, explicitly referring to the evidence. Instructions are on Slide 5.</p> <p>Plenary: Does Clarkson's role mean Bristol shouldn't apologise?</p> <p>Discussion – return to the unit enquiry question</p>
<p>8 & 9. Why was slavery abolished in 1807?</p> <p>Lesson Aim:</p> <p>To understand the causes of the abolition of slavery</p>	<p>Learning Outcomes:</p> <p>ALL will produce Level 3 work</p> <p>MOST will produce Level 5 work</p> <p>SOME will produce work at or above Level 6</p> <p>NOTE: This is the official assessed piece of work and assesses causality. It should take two lessons to complete.</p> <p>Starter: Timeline Discussion</p> <p>On the PPT is a timeline with Clarkson's visit to the Seven Stars pub (1787) and the Abolition of Slavery (1807). Students</p>

	<p>should be questioned about what this tells us. Emphasise that this shows Clarkson was insignificant. Further questioning. If Clarkson is insignificant what did bring about the end of slavery? Students could raise their own hypothesis here.</p> <p>MAIN:</p> <p>Task 1: Teacher Explanation Explain the importance of the next piece of work to the students. Hand out mark schemes and ensure students understand the task set. It is in two parts, first a card sort and second an accompanying piece of writing to a pie chart.</p> <p>Task 2: Card Sort Hand each student the card sort sheet and an A3 worksheet. They need to cut up the cards and sort them into four piles on the side without the pie chart:</p> <ul style="list-style-type: none"> • Black People's Actions • White Abolitionist Actions • White Working Class People's Actions • Economic Reasons <p>Get the students to rank the relative importance of each group (1 being the most important, 4 being the least important). Then get the students to add a code to each piece of evidence within the group (VI = very important, QI = quite important, NI = not important). This task is not hugely important for the actual assessment, but is the learning needed before the write up which comes next.</p> <p>Task 3: Pie Chart Give students a blank pie chart. They must now divide the pie based on the relative importance of each group. Once done they need to annotate each section explaining its relative size, referring to the evidence and link evidence together. Get</p>
--	---

	<p>the students to tick off skills on the markscheme as they do this.</p> <p>Task 4: Self and peer assess Get the students to self and peer assess their work using the mark scheme and staple this to the finished work</p> <p>Plenary: How significant a role did Bristol play? Discussion. The answer is little to none. Clarkson did his work here, but other cities were far more important in the narrative of the abolition.</p>
<p>10. Should Bristol apologise for its role in the slave trade?</p> <p>Lesson Aim: To consolidate all the learning that has taken place in the last nine lessons</p>	<p>Learning Outcomes: ALL will have an opinion about whether Bristol should apologise for the slave trade MOST will give evidence to support their argument about whether Bristol should apologise SOME will explain their opinion, justifying it with clear evidence and showing there are two sides to the argument</p> <p>Starter: Is the Transatlantic Slave Trade the history of all of us? On the PPT (Slide 1) is a shortened timeline of the key dates from the 18th and 19th century history of Bristol with the key question <i>Is the Transatlantic Slave Trade the history of all of us?</i> Use this as a discussion point. Arguably the slave trade is all our history as the money the merchants made in the 18th century developed the city we know today and continues to with the Merchant Venturers (http://www.merchantventurers.com/)</p> <p>MAIN:</p>

<p>Task 1: How is Bristol linked to the slave trade? Independent projects Use this section of the lesson to self and peer mark the Home Learning projects that were set in Lesson 1.</p> <p>Task 2: Should Bristol apologise for the slave trade? This is an opportunity to consolidate all the learning that has taken place in this unit. Students will finally answer the unit enquiry question. This can be in any form they wish, but two suggestions are a letter or a speech. On the PPT (Slide 3) are the differentiated outcomes that appear above.</p> <p>Task 3: Whose speech / letter is the best? In groups of six decide whose letter / speech is the best in the group.</p> <p>Plenary: Speeches Each winner from the group then should read out their letter/speech and then the class can vote for the best. If you have a particularly great entry then you could post it to: Leader of Bristol Council Bristol City Council The Council House College Green BS1 5TR</p>	
--	--

Appendix D: Parental consent letters for both Year 7 and Year 11 sessions

Year 11 Letter

2 September 2010

Dear XXXXX

I am writing to ask permission for XXXX to take part in research for my Masters in Education qualification. For my dissertation, I am investigating the value and purpose of including local history in the school curriculum and will be running a series of focus groups where students will discuss their experience of learning about local history in the classroom.

The first of these focus groups will concentrate on the current Year 11 syllabus where students are studying Bristol Docks. During Term 2, I intend to run two or three 15 minute discussions during mentor time with a small group of selected students on the use of historical sources. I have selected XXXX for this as I believe their insight and articulation on this topic will be very useful.

All conversations that take place will be tape recorded and a written manuscript will be produced. All student names and details will be made anonymous and the tape will be erased following University of Bristol research guidelines.

This is not a compulsory activity; you and your son / daughter are free to decline participation if you do not want to take part with absolutely no offence taken. However, if you agree to XXXX taking part, please complete the approval slip below and return it to main reception at [REDACTED]. If you have any queries about any of the above please do not hesitate to email me at [REDACTED]

Yours sincerely

Mr R Kennett

[REDACTED]

Year 7 Letter

26 April 2011

Dear XXXXX

I am writing to ask permission for XXXX to take part in research for my Masters in Education qualification. For my dissertation, I am investigating the value and purpose of including local history in the school curriculum and will be running a series of focus groups where students will discuss their experience of learning about local history in the classroom.

The first of these focus groups will concentrate on the current Year 7 syllabus where students are studying Bristol's involvement in the transatlantic slave trade. During Term 5, I intend to run three 15 minute discussions during mentor time with a small group of selected students on the use of learning this local history. I have selected XXXX for this as [REDACTED] (their Humanities teacher) believes their insight and articulation on this topic will be very useful.

All conversations that take place will be tape recorded and a written manuscript will be produced. All student names and details will be made anonymous and the tape will be erased following University of Bristol research guidelines.

This is not a compulsory activity; you and your son / daughter are free to decline participation if you do not want to take part with absolutely no offence taken. However, if you agree to XXXX taking part, please complete the approval slip below and return it to main reception at [REDACTED]. If you have any queries about any of the above please do not hesitate to email me at [REDACTED]

Yours sincerely

Mr R Kennett

[REDACTED]

Appendix E: Contextual data regarding both Year 7 and Year 11 student interviewees

Appendix E: Contextual data regarding both Year 7 and Year 11 student interviewees


	GEO KS3 Challenge Target	HIS KS3 Challenge Target	RE KS3 Challenge Target	HIS Y7 A1: Teacher Marked	HIS Progress Report Level Y7 Progress Report
Yr7HAP Student 1	7C	7C	7C	5C	5C
Yr7HAP Student 2	7C	7C	7C	4B	5C
Yr7HAP Student 3	6B	6B	6B	5B	5B
Yr7MAP Student 1	6A	6A	6A	4B	4A
Yr7MAP Student 2	5A	5A	5A	4C	4B
Yr7MAP Student 3	6C	6C	6C	4C	4B

	Gender	FSM	Ethnicity	HIS G&T Nomination	HIS End of KS3 NC Level	HIS KS4 challenge target	HIS Y10 Term 1 Grade	HIS Y10 Term 2 Grade	HIS Y10 Term 3 Grade	HIS Y10 Term 4 Grade	HIS Y10 Term 5 Grade	HIS Term 1 Teacher Assess	HIS Y11 Mock Grade
Yr11HAP Student 1	M	N	White - British		7C	A*	B	A	A*	A*	A*	A	A
Yr11HAP Student 2	F	N	White and Asian		7A	A	B	A	B	B	A	A	B
Yr11HAP Student 3	M	N	White - British	G	7A	A*	A*	A*	A*	A*	A*	A	F
Yr11HAP Student 4	M	N	White - British	G	8C	A*	A	A*	A*	A*	A*	A*	B
Yr11MAP Student 1	F	N	White - British		6B	B	A	B	A		A	B	C
Yr11MAP Student 2	M	N	White - British		6A	B	C	B	A*	A	A	A	B
Yr11MAP Student 3	M	N	White - British		6C	B	E	A	A		B	B	B

Appendix F: Description of the focus group sessions for Year 11 (Hypothesis 3)

Session 1: What is a source?

This session focused on the question 'What is a source?' It was planned that the discussion would open with this key question to allow a flow of initial ideas. Then to support the discussion two sources were shown to the students to encourage them to think about the nature of evidence. Both sources had been used in the preparation for their Controlled Assessment, a painting of the Broad Quay and a quote about Bristol from Daniel Defoe. Additionally both were picked due to their contrasting medium as it was hoped this might also encourage further debate. The sources can be seen below:

	<p>Following the course of the River Avon, we come to the city of Bristol, the greatest, the richest, and the best port of trade in Great Britain, London only excepted.</p> <p>They draw their heavy goods here on sleds, or sledges without wheels; and the pavement is worn so smooth by them, that in wet-weather the streets are very slippery, and in frost weather 'tis dangerous walking.</p> <p>Daniel Defoe, A Tour Through the Whole Island of Great Britain (1727)</p>
--	---

Following these sources questions were asked about whether sources had to be from the past as I wanted to see if students viewed a source as evidence for an enquiry or if they purely saw them as objects from the past. To support this further, more stimulus material was provided, an empty Coke bottle, a piece of sponge, a battery and a whiteboard pen. Students were then asked if these were sources? It was hoped that this would be enough material to continue the discussion for the 10 minute duration but in case a further two questions were planned and used:

- Is there a difference between a historical source and an artefact?
- Is there a difference between a source of evidence and a source of information?

Both questions were purposefully vague to encourage maximum discussion.

Session 2: What source skills have you learnt this unit?

This session focused on skills. The term is vague and during the session it was purposefully not defined to see how students defined the term themselves. It was planned that like the last session the discussion would open with the key question and allow an initial flow of ideas. In this case this resulted in a list of skills which students described and I wrote down on a flipchart. I wanted this visual reminder of the what had been discussed to make the second half easier. Once the list had been created I planned a series of further questions to probe what they had learnt:

- Which of these skills is the easiest?
- Which was the most difficult?
- Which activities in class or on field visit helped you learn skills the most?
- Which skill do you think academic historians use the most?

The final question was added to encourage students to think about the difference between school history and academic history, as I believed that low ability and high ability students would have very different ideas.

Session 3: Was local history an effective way to teach source skills / enquiry skills?

The structure of this session was minimal compared to the other two. It was planned to simply introduce the hypothesis to the students and allow them to discuss it. In both sessions (middle ability and high ability) it was explained to the students that academics in university believed this and I wanted to see if they agreed. This was done to establish that the students were taking part in 'real' research and they were encouraged to either agree or disagree with the statement. It was planned that this lack of structure would elicit their true opinions on the hypothesis, it was what probably the most important of the three sessions ran.

**Appendix G: Transcripts of high ability Year 11 student sessions 1 to 3,
focusing on Hypothesis 3**

Year 11 High Ability Pupil Session 1

- Interviewer: What's a source?
- Yr11HAP Student 1: A source is a document which you can use to... You can put into an answer to re-establish what you're saying or you can see it to look at what something is and what something has been before.
- Interviewer: Okay.
- Yr11HAP Student 2: Yeah, pretty much what he said.
- Yr11HAP Student 3: A source is a document or material you can gather evidence from to support or disprove an argument.
- Interviewer: So does that mean that you have that... What do you mean about this argument? When you were saying you have to use it in something, what do you mean by that though? Do you mean... Do you think anything can be a source then?
- Yr11HAP Student 3: If described correctly and enough information to clarify it, you could use anything for a source.
- Interviewer: Okay, so we've been looking at these two, and these are two that we've had recently, right? So one's the (inaudible 0:00:57), one is the Defoe quote. What makes these a source? I'm purposely trying to be a pain by the way, I'm interested.
- Yr11HAP Student 1: In this they have evidence. It may not be photographic but it's painting evidence of what an artist's impression of it was, and although it may not be completely reliable, any source is useful because if it's not reliable you can say why it's not reliable and then in that respect it's useful.
- Interviewer: So anything can be useful but useful for what? Please, Yr11HAP Student 2, talk over these boys as well if... Useful for what, why is it...?
- Yr11HAP Student 3: Well, because obviously if it's history we weren't there so we need some sort of thing to tell us what it was like. And I mean, the white one, the account by Daniel Defoe, obviously he was there at the

time so it's probably... Although it is an interpretation, he knows better than anyone.

Interviewer: So we're saying that a source... And say if I've got you wrong, a source is purely evidence for the past?

Yr11HAP Student 3: It's something that could count as evidence but obviously sometimes it's not very accurate.

Yr11HAP Student 2: You could use other sources to support your other sources to say how reliable they actually are.

Interviewer: Okay, now that's fine. Alright, so if I'm getting you right, we're saying that a source is purely evidence for the past but it can be accurate or not, right? Is that what we're kind of in agreement with, yeah?

All students: Yeah.

Interviewer: So looking at these things, right, we've got an empty coke bottle, a bit of a sponge, a battery and a pen, right, these are random things I gathered from my office. Are these sources?

Yr11HAP Student 3: They will be in 100 years' time.

Yr11HAP Student 2: It depends what you're talking about. I mean, the coke bottle could be irrelevant to something, to the history, if you're not talking about Bristol and then your coke bottle's not relevant, it depends what's actually relevant to what you're talking about.

Interviewer: What do you mean by relevance? This is an interesting point to discuss though here.

Yr11HAP Student 1: It's like if you've got a point you're trying to argue and you've got... Let's say you're talking about how a coke bottle's produced and you start talking about a battery then that's not relevant, but if your essay's talking about something about coke then obviously the coke will be useful. So something that helps to back up or disprove whatever argument you're arguing.

Interviewer: Are we all in agreement about that? So are we saying...? Now what Yr11HAP Student 1's been talking about here, I think, and

again say if I'm wrong, is that a source only becomes a source when you use it in your enquiry. Do you agree or disagree with that?

Yr11HAP Student 3: Well, a source will always be a thing. I mean, it won't just suddenly exist when it's been called a source or it's included, but it can't be called a source until it is recognised as something that could be a source, if you know what I'm saying.

Interviewer: Slightly. Can you explain your point?

Yr11HAP Student 3: Well, because a house is just a house until someone says actually that house could tell you how bricklayers laid in the 18th century, in which case it then becomes a source because you could use it for that specific argument.

Interviewer: So you're saying that there has to be some sort of investigation or an enquiry for a source to become a source because otherwise it's a thing but it becomes a source when it's useful to a historian, does that...? Are we all in agreement about that?

Yr11HAP Student 3: I mean, obviously there's different types of sources but, yeah, in the historical source sense that's when it becomes a source.

Interviewer: Alright, now let's put a different question out there then. What's the difference between a source and an artefact? And I am trying to stump you with a lot of these questions, I'm interested to gauge your opinion on it, right? I'm not saying there's a right or a wrong answer, I'm really interested.

Yr11HAP Student 3: Well, an artefact is just an object from ages ago but because it's so rare, it becomes so applicable to the past then it becomes a source straight away, kind of way. Because if you find an artefact you'll just ignore it.

Interviewer: So is this coke bottle an artefact?

Yr11HAP Student 3: Well no because it's like new.

Yr11HAP Student 2: Yeah.

Interviewer: So an artefact has to be old?

- Yr11HAP Student 3: Yeah.
- Interviewer: Does a source have to be old?
- All students: No.
- Interviewer: Why?
- Yr11HAP Student 1: Because a source is something that can be used to argue a point or not and anything can be used... Something being here now can be used to argue a point in five minutes' time.
- Interviewer: Oh right. So what is a historical source then?
- Yr11HAP Student 3: Something that lets information be gathered at the point of its construction.
- Interviewer: What do you mean by that Yr11HAP Student 3, that's an interesting thing to say? What do you mean by that though?
- Yr11HAP Student 3: Well, because the coke bottle might be a historical source. I mean, not really now because it's telling you what happened within a very short time period and so... I mean, you could look at it in ways of... It could be a historical source when you're looking back at this era, but like something... You know [laughter].
- Interviewer: No I don't, that's what I'm trying to... I want your opinion, not my opinion, okay? So Yr11HAP Student 2 and Yr11HAP Student 1, what do you think... What makes a historical source? So we've talked about a source and a source is something that helps us find out about something for an enquiry. What is then a historical source? What is the difference between a source and a historical source or is there a difference?
- Yr11HAP Student 3: You can't put a historical source on chips [laughter]. Sorry.
- Interviewer: And that I will quote.
- Yr11HAP Student 1: I don't really know if there is a difference because any source, whether it's a short history or a long history, is still in history, it's still being produced or drawn or whatever. So like we've agreed a source is something that can be used in like an argument and I don't think you can like draw a line where it becomes historical or

not because some people might say historical comes at a certain time period but I don't think you can really say at this time period it all becomes historical and from then onwards it's not historical.

Interviewer: Yr11HAP Student 2? So what makes a historical source? I think maybe Yr11HAP Student 1's got a point, but what makes it an historical source?

Yr11HAP Student 2: I guess it depends on what kind of like you use it for really.

Interviewer: Alright, so can we explore that then?

Yr11HAP Student 2: Well, if you're using kind of like the coke bottle say, to support, I don't know, your argument now but it's... I don't really know [laughter].

Interviewer: That's fine if you don't know.

Yr11HAP Student 2: Because it depends on what you're talking about. Like a painting can be used as a historical source but then...

Interviewer: Does it depend who's looking at it?

Yr11HAP Student 2: Yeah, I guess so.

Interviewer: What do you we think of that?

Yr11HAP Student 3: What, so whether or not it's an historical source depends on who looks at it?

Interviewer: Well yeah.

Yr11HAP Student 3: Well, I suppose so but surely it's more of a time period thing.

Yr11HAP Student 2: Maybe it's a historical source but then the interpretations that people get from them determine...

Interviewer: Who's interpreting? So are all of you in agreement then, it doesn't matter who's looking at it?

- Yr11HAP Student 3: Well, I mean, presumably everyone's looking at it in the same time period, so they're all going to have different opinions on it, on what it stands for, but it doesn't affect how old the source is, when it was made, whether it's historical or not, as different people interpret historical differently.
- Interviewer: Okay, they agree with you, right. So last question before we move on, what do you think or do you think there's a difference between a source of evidence and a source of information? So is there a difference between a source of evidence and a source of information?
- Yr11HAP Student 3: A source of information being...?
- Interviewer: I don't know, what do you think?
- Yr11HAP Student 3: As in written text, almost like actual information, justified information, nothing you can interpret, just core information?
- Interviewer: So that's what we could define it as potentially. Or what do we think? Or do we think there's no difference whatsoever?
- Yr11HAP Student 1: I think anything can be... Any... What were the two, evidence and...?
- Interviewer: Evidence and information.
- Yr11HAP Student 1: Yeah, any information can be used as evidence in that way, so anything you've got... Let's say the sole purpose of it is to educate, I can still use it as evidence, whereas if something is used as evidence... I can't think of an example but I don't think every time it can be used as information, just evidence, but I...
- Yr11HAP Student 3: Well, evidence suggests something that supports a conclusion, so information can be used as evidence, but evidence might be false, because obviously you can interpret it in different ways. Information seems more like a solid thing doesn't it?
- Interviewer: Okay, I see what you mean.
- Yr11HAP Student 2: For me it was not like... Evidence maybe isn't as reliable as information, but depending on what you're using it for. But if...

Yeah, because information can be used to back up the evidence but the evidence maybe can't be used to like...

Interviewer: I see your point. Okay brilliant, thank you guys.

[End of Transcript]

Year 11 High Ability Pupil Session 2

- Interviewer: Okay, yesterday we were talking about what is a source. Now do you... Obviously Yr11HAP Student 4 you weren't here yesterday so you can't contribute on this bit but we will move on in a minute. What I want to know is do you think that what we're doing this term has helped you forge your opinions about what is a source or not? Do you think it helps you...? Genuinely please, be honest about it, do you think it's helped you or not?
- Yr11HAP Student 1: I think it's helped me interpret sources, like sources analysis has improved a lot because we haven't really done much on that prior to this, so I think that improved.
- Interviewer: Okay, Yr11HAP Student 2?
- Yr11HAP Student 2: I think it's kind of helped me like... Because I didn't really know how to do think about different sources before and how to pick them and then like use other ones to support them and analyse them together.
- Interviewer: Okay, brilliant. Yr11HAP Student 3?
- Yr11HAP Student 3: Well, the only source analysis we've done before topic was the (inaudible 0:00:58) wasn't it?
- Interviewer: Yeah. So probably maybe a little bit more in the Nazis but that's probably about it.
- Yr11HAP Student 3: Yeah, one or two in the Nazis. So we haven't done much but this topic kind of drops you in it a little bit and you do respond to it quite fast really. Yeah, it's definitely improved.
- Interviewer: Okay, good. In terms of skills then this term and your source skills, what do you think you've learnt this term? I'm going to write them down as well because I'm interested. What do you think...? If we had to say the skills that you've learnt... And Yr11HAP Student 4 please join in on this as well, in terms of source skills you think you've improved on this term, which do you think you have?
- Yr11HAP Student 4: Choosing the sources.

- Interviewer: Right, okay. So let's write this down, so selecting.
- Yr11HAP Student 4: Using the source, analysing what you've done. If loads of sources, getting ones that you want to analyse.
- Interviewer: Okay, brilliant.
- Yr11HAP Student 1: Yeah, so I'm just evaluating really every aspect of it to help that selection process, so looking at like the medium of New Orleans(?0:01:49) and we had to get use the most useful source for (inaudible 0:01:55).
- Interviewer: Brilliant. Yr11HAP Student 2?
- Yr11HAP Student 2: Probably looking at reliability again and then...
- Yr11HAP Student 3: The exam questions people have done on sources say what does this source tell you about this or whatever but maybe there ought to be a question separate to sources and using the sources to help so we've got to put them into context more.
- Interviewer: So it's contextualising these, yeah? Alright, that's two things I think, do you agree? You can say if I'm wrong, please do. So contextualising using the sources, or using a contextual background with sources, and then linking them as well, yeah? Is that all we've done this term or do you think there's more? Let me show you these. Do you think there's other words that might come up?
- Yr11HAP Student 4: No, I think that's pretty much gathered.
- Yr11HAP Student 1: Obviously there's more stuff in the evaluation, such as purpose. It's something that never motivates me.
- Interviewer: Yeah I know, it doesn't matter.
- Yr11HAP Student 1: But generally like the topics you've done other than evaluation could be probably broadened because we learn different source skills but less of them because... I think pretty much what we've covered.
- Interviewer: Alright. Which of these is the easiest?

- Yr11HAP Student 3: Reliability, we did ages ago.
- Interviewer: So reliability because you've done it before, yeah?
- Yr11HAP Student 3: Had it drilled into our heads.
- Interviewer: Yeah, okay. Which other one? So that's the easiest one, yeah?
Can I write that down, is that right?
- [Students agree]
- Interviewer: Which is the most difficult?
- Yr11HAP Student 3: The most difficult? Well, I imagine selecting can be quite hard if the topic was difficult.
- Yr11HAP Student 1: I agree, I think selecting is... Getting the right one to use in your argument I think is quite hard.
- Yr11HAP Student 3: Because with selecting you have to get the evaluation right, it sometimes doesn't quite fit what you need, and obviously if it's contextualising.
- Interviewer: So you're saying the selecting's the most difficult because there's this idea that you've got to choose the right one, yeah?
- Yr11HAP Student 2: Yeah.
- Interviewer: But this one you know that you could get probably anybody to do, yeah? Are we sure? Alright, that's interesting. Now which... Thinking about this whole term and last term as well, which activities do you think worked best for doing this and which didn't? So let's just think about selecting. Think about what we've done, including lessons... I know it's probably quite hard because it's quite a while back. Think about lessons, think about the trip, which do you think was the best piece of work we did that helped with selecting?
- Yr11HAP Student 4: The only thing that pops into my head is on the trip we had to choose two of the huge number of maps that showed a particular challenge. And (inaudible 0:04:53) be able to choose which ones were the most appropriate.

- Interviewer: Now why do you think that...? Okay, just asking you now Yr11HAP Student 4, why do you think that activity especially was especially good at doing this kind of selecting? What was so good about that then?
- Yr11HAP Student 4: The sources were all similar so we had to be critical about them, instead of just saying this source is more relevant than this one, which helped make it deeper and more complicated.
- Interviewer: Okay, now that's an interesting point. Yr11HAP Student 1, which stands out for you, if anything does?
- Yr11HAP Student 1: Well, for selecting?
- Interviewer: Yeah.
- Yr11HAP Student 1: I think the mock exam we did, the practise question before our real assessment helped because obviously it's the same source booklet so that helps see... Like for that question we saw which sources were good and bad and then... So obviously, yeah, we've got the sources but then we've done it in a practise exam as well, so you have to see like the way we have to use them as well. So it's putting it in like a real life situation, which I think was helpful.
- Interviewer: Okay, that makes sense. Yr11HAP Student 3?
- Yr11HAP Student 3: Well, we've done all of them haven't we?
- Interviewer: Does anything stand out for you as being...?
- Yr11HAP Student 3: The evaluation just because we're always evaluating the sources and we did the massive table and to us it was quite done the media and what it means because that's quite outdated.
- Interviewer: So the tabular kind of thing is good for you, yeah?
- Yr11HAP Student 3: Yeah.
- Interviewer: Alright, fine. Yr11HAP Student 2?
- Yr11HAP Student 2: Just like reliability, when we looked at the (inaudible 0:06:28).
- Interviewer: At the museum or when we did it in class?

- Yr11HAP Student 2: Both really. And then looking at (inaudible 0:06:37) and then looking at how that backed up communication and how reliable that actually was.
- Interviewer: Right, that's fine.
- Yr11HAP Student 4: I agree with that, I thought it was good.
- Interviewer: So that was good for this bit, yeah? Alright, final question then because we're only trying to make this clear as well. Basically we're doing ten minute slots. Which do we think is the one that historians, real historians, do the most?
- Yr11HAP Student 3: Selecting.
- Interviewer: Why?
- Yr11HAP Student 3: Because, as we said yesterday, I mean, almost anything has the potential to become a source, so if they're looking back at a certain time period there might be a lot of sources, a very small percentage of which they actually need, unless they spend hours just trawling with it.
- Yr11HAP Student 4: We're given a source booklet with a few different ones, they are given a whole world and they have to find out (overspeaking 0:07:31) time period.
- Yr11HAP Student 3: And when you're selecting you kind of take the other factors into account don't you?
- Interviewer: Yep, definitely. So you think this is the most important and the other ones feed into it, is that what you're saying Yr11HAP Student 3?
- Yr11HAP Student 3: Yeah.
- Interviewer: Yr11HAP Student 1, do you agree that this...?
- Yr11HAP Student 1: I think selecting, as Yr11HAP Student 3 said, is the most important and after that I think evaluating its reliability, because obviously if the source is evaluated poorly, like it looks like it's not reliable, then obviously the two are going to link. So they have to evaluate them and then check the reliability from that

- evaluation. I think the two go together and I think that's quite important for... It helps selecting as well, like Yr11HAP Student 3 said.
- Interviewer: Now in terms of this scheme of work we've just done and we're thinking of changing it, which do we need to make more obvious?
- Yr11HAP Student 3: Contextualising.
- Yr11HAP Student 2: Mm.
- Interviewer: Contextualising? And how would you define that? I'm purposely trying to be a pain here. So this is the one we need to work on, contextualising. How do I do that, what does that look like?
- Yr11HAP Student 3: A word [laughter]. I'll just say what I think.
- Interviewer: Yeah, for you.
- Yr11HAP Student 3: It's just a (inaudible 0:08:53).
- Interviewer: Yeah. What does this mean then?
- Yr11HAP Student 4: Using the sources to actually do something, show something.
- Yr11HAP Student 1: I think it's using a source to argue your point and putting it into the... Obviously it's putting it into the text by the word. So getting into your situation, like the essay question you're faced with.
- Interviewer: Okay, and using the source to argue a situation? So you think we need to make that clearer?
- Yr11HAP Student 1: Oh no, because that was very clear [laughter].
- Interviewer: Okay. Please be aware that I'm not going to be offended.
- Yr11HAP Student 4: Although you went on about answering the question, you didn't specifically go on about how to use the sources to do that much. I don't think it was a problem but you could certainly emphasise that more.

Interviewer: Alright, so actually the point of improvement is using the source to answer the question, yeah? Okay, I think that's fair. Okay, brilliant, done.

[End of Transcript]

Year 11 High Ability Pupil Session 3

- Interviewer: Right, last one okay? This is the last session I'm going to do with you guys. So all this term we've been doing about source skills and we've been doing it through the medium of local history. Why do you think or do you not think that that was the most effective way of doing it? Do you think that local history was the most effective way to teach source skills?
- Yr11HAP Student 4: I think it's good because in a national context sources can be quite ambiguous or be tricky to use.
- Interviewer: In what way, Yr11HAP Student 4, can you explore that?
- Yr11HAP Student 4: They're a lot more general. You can't pick up a small specific thing and say this applies to everything. It either only applies to a small area or it's a source that applies to a lot of areas but won't tell you very much, sort of.
- Interviewer: Do we agree with Yr11HAP Student 4? I think what Yr11HAP Student 4's saying is that local history is quite effective at teaching source skills because the sources are easier to use. Do we agree with that or not?
- Yr11HAP Student 3: Yeah, I'd agree with that, because you can fill in the gaps, can't you, because you obviously know the local history.
- Interviewer: Can you explain that a bit more, Yr11HAP Student 3, what do you mean by filling in... Why is it...? Sorry, I'm doing this for this, but why is it that... What's so good about using those local sources then? That's what I'm interested in, I suppose. What do you mean by filling in the gaps?
- Yr11HAP Student 3: Well, because if you find a source, say Liverpool, we don't know Liverpool really at all so we can kind of assume what it means but we don't really know, but if we can assume what a source means in local history we know what it means so you can kind of fill in the gaps and actually develop how accurate you interpret the sources.
- Interviewer: Okay.

- Yr11HAP Student 2: I think you can actually also look... And we were looking at cranes and the different things down at the docks and we actually can go and visit them and actually see what it's like and it's quite easy to access as well. So I think having locally... You know, you're able to interpret those in different ways and be able to look at them physically yourself.
- Interviewer: So why do you... This is an interesting point. So why is it...? Why do you think you can do this interpretation thing more easily with local sources?
- Yr11HAP Student 1: Because you can obviously visit them and if it's something completely the other end of the country you can't visit and then for your own like interpretation you can't make sure that that source may be accurate, you can't really evaluate it as well. Whereas if it's a close source and you can see like from what the... From your own eyesight, that's always telling the truth, so the source you can see you can evaluate compared to what reality is, whereas something the other end of the country you won't have seen first hand experience.
- Interviewer: Okay, so we're saying that the number one reason then is you can visit these places and you can kind of get... You can evaluate them, you're saying, Yr11HAP Student 1, right? We haven't visited everywhere we've looked at but some of those sources you've used. Why have they been...? So it's not just about... I don't think, and you can say if I'm wrong, I don't think it's just about the fact that we can visit these places. What else is it about local history in particular then that is so good? It's not just about visiting Wales...
- Yr11HAP Student 4: We're interested in it. It's nice to do something that you feel... You're interested in and it's relevant and you'll remember because it's nice stuff to know.
- Interviewer: Are we all interested?
- Yr11HAP Student 3: Yeah, you're a part of it.
- Yr11HAP Student 2: You can kind of relate to it as well.
- Interviewer: In what way? Because that's an interesting thing to look at.
-

- Yr11HAP Student 2: I don't know, if you... I mean, you can say I've been there and stuff like that and you can go... And also like the physical look at it and then you can talk to people about it and people will kind of understand that because they've been in Bristol as well.
- Yr11HAP Student 1: Yeah, and obviously it's our city so we want to... We're more interested in our own thing, because then we can know about like... Not exactly where we come from but like how our city's grown up around us. So we can get more engaged because it is something that's like a close to us experience.
- Yr11HAP Student 4: It is very relevant to us. I think Yr11HAP Student 2 said something about us being a part of it and I think that's true because... Just very briefly at the beginning we looked at the aerospace industry and my dad works at Felton, he does that, so for me knowing the history of that is very interesting because I know where it's all come from and I can look at where it is now.
- Interviewer: Because it's your own history?
- Yr11HAP Student 4: Yeah.
- Interviewer: Okay, that's interesting. So do you think we wouldn't appear to do the same things with national sources?
- Yr11HAP Student 4: Well, it's unlikely you'd be able to personally relate to any national history.
- Yr11HAP Student 3: I mean, we do know national history, it's not like secluded as an island, it's not like a huge that doesn't know anything about the rest of Britain.
- Interviewer: No, that's the thing... That's what I was going to say. I mean, all of you are all bright students, you know a bit about the history of the UK. Do you think though that it's that...? Do you think that you'd have been able to learn as much had we done it on a national scale?
- Yr11HAP Student 3: I think you would have learnt as much but there wouldn't be that initial interest, because obviously with Bristol you've kind of got that pride for local history, you feel you automatically associate

- with it. With Britain I think you still learn just as much but you wouldn't have that natural affiliation with it.
- Interviewer: So you think that the best thing about it is that engagement thing, it's getting you...?
- Yr11HAP Student 3: Probably.
- Yr11HAP Student 2: Yeah. I think you wouldn't be able to experience it as much. And when we went to look at like the Brodkey(?) image and stuff, you could kind of mentally picture where that was.
- Yr11HAP Student 4: Yeah, that was good.
- Yr11HAP Student 2: Yeah, so you could say, okay, well that was down that place and you could kind of relate to it, whereas if it had been somewhere like Liverpool you wouldn't be able to like learn how it's developed from when it was.
- Yr11HAP Student 4: Yeah, because lots of the maps and things, you find yourself thinking that's not there anymore, why is that like that, this is wrong, this is different, that's really interesting to look at.
- Interviewer: Yeah, that's something interesting that Yr11HAP Student 4's raised. He said that when we were looking at maps that you can... You know what's missing and what's not. So what else do you have then if we're doing local history that you wouldn't if we were doing something nationally? That's probably not phrased...
- Yr11HAP Student 1: Context, knowledge.
- Interviewer: Context and knowledge, okay, that's interesting, good. So overall you think... If I said this statement then, local history is successful for learning source skills, do you... If I have to ask you out of 10, I want to ask you individually, 10 being yes I firmly agree with it, zero being I think that's entirely wrong, you could do it with anything, what would your opinion be? Yr11HAP Student 2?
- Yr11HAP Student 2: I think it would be like seven.
- Yr11HAP Student 3: I thought you were going to say seven [laughter].
- Interviewer: Why seven, Yr11HAP Student 2?
-

- Yr11HAP Student 2: I don't know, I just... I think you can do quite a lot with (inaudible 0:06:29) and stuff.
- Interviewer: Yr11HAP Student 1?
- Yr11HAP Student 1: I'd say probably eight because firstly there are less sources obviously than there are on a national scale so it's like there are less to go through so you don't have to leaf through every source. And also we're obviously more interested because it's like about our life, but also it's... If you're doing it on a smaller scale then you obviously learn more and you get more depth and I think for the control assessment we're doing at the moment you do need like the depth in it. So that to have a depth of knowledge is more important than just having a brief outline of everything.
- Interviewer: Yr11HAP Student 4?
- Yr11HAP Student 4: Seven because it is more interesting and... I don't think it requires different skills, I think it's the same skills just applied slightly differently and you can do that either way, and I don't think it would get you better grades.
- Interviewer: But...?
- Yr11HAP Student 4: But it's just nice to be doing something like that and if it's something you're interested in you're more engaged, you'll remember stuff.
- Interviewer: Okay, brilliant. Yr11HAP Student 3?
- Yr11HAP Student 3: Well it's hard.
- Interviewer: Yeah it is, yeah [laughter].
- Yr11HAP Student 3: Because whatever type of history we're looking at... I mean, presumably you've done history because you enjoy it so you're going to enjoy it, hopefully engage with whatever type of history it is. But as Yr11HAP Student 1 said you've got a level of depth and that and you do need an in depth so maybe local history would be better. But obviously with a broader range you get

more you can look into and it's not quite as concentrated and short-lived.

Interviewer: So out of 10?

Yr11HAP Student 3: Zero being the worst?

Interviewer: Yeah [laughter].

Yr11HAP Student 3: Five or six. I think like either two would be just as good as each other.

Interviewer: Brilliant, thank you guys, absolutely perfect.

[End of Transcript]

Appendix H: Transcripts of middle ability Year 11 student sessions 1 to 3, focusing on Hypothesis 3

Year 11 Middle Ability Pupil Session 1

Interviewer: Alright, first session then, what is a source?

Yr11MAP Student 1: It's something you can use to back up a statement.

Interviewer: Okay. Boys?

Yr11MAP Student 3: It's like giving you like a picture or a painting of something that's happened in the past.

Yr11MAP Student 2: It could be documented or like material remains.

Interviewer: So we've got loads of different things there. How can we put that into one definition? So Yr11MAP Student 1's saying it's something about backing up a statement, you're saying, Yr11MAP Student 3, that it's all different things, different mediums, and Yr11MAP Student 2, you're saying material remains. How can we kind of tidy it into one definition? Can we?

Yr11MAP Student 3: Something you could use to learn about the past really and then use it to back up your opinion.

Yr11MAP Student 1: Yeah.

Yr11MAP Student 2: Yeah.

Interviewer: Alright, fine. Let's look at these two. So these two are things we've been looking at this past term, one of them's the Broadquay painting and one of them's that Defoe quote about Bristol. Are we in agreement these are historical sources?

[Students agree]

Interviewer: So do these help us out? What is a historical source then? Are we still in agreement then? Do we think...? Looking at these, does that change your opinion?

Yr11MAP Student 1: No.

Interviewer: So we're still thinking what, that a source is what?

Yr11MAP Student 3: You can use them to help you learn about how things are in the past. I don't...

Interviewer: Yr11MAP Student 2?

Yr11MAP Student 2: I suppose they're like evidence or like things... I think things from the past or things that people have written about the past you can use to like help you find out what went on.

Interviewer: Okay. Do we think there's a difference between a source and an artefact?

Yr11MAP Student 3: Yeah, because you can't always trust a source but an artefact's just there in front of you so it's kind of hard not to trust.

Interviewer: Yr11MAP Student 1?

Yr11MAP Student 1; Yeah, because there's like loads of reasons why sources can't be reliable and, yeah, if an artefact's there you know it's right and you know it's true.

Interviewer: Yr11MAP Student 2?

Yr11MAP Student 2: Artefacts are generally more reliable and you can't really say that that's not how it was because it's from the time and so... And the sources can be manipulated.

Interviewer: So you're saying sources can be manipulated, artefacts can't. Are artefacts always from the time?

Yr11MAP Student 1: No.

Interviewer: What do we think? I know I'm firing a million questions about you but that's what I'm going to do, I'm interested, okay?

Yr11MAP Student 3: I don't know if they can always be from the past. I suppose they have to be. I don't know, I'm not sure of the definition.

Yr11MAP Student 2: You've never exactly sure when they're from.

Interviewer: Alright. Does a source have to be from the past?

- Yr11MAP Student 2: No, because you could have a source of someone talking about what things were like in the past, like a story or something.
- Yr11MAP Student 1: Yeah.
- Yr11MAP Student 3: You could have like a painting of someone's memories from the past.
- Interviewer: Alright, let's look at some other things. I've got some objects with me. I've got an empty coke bottle, a skanky bit of sponge, a battery and a pen, funnily enough things from my office. can we consider any of those to be sources?
- Yr11MAP Student 2: Yeah, you could say you drink loads of coke because you've got a bottle of coke in your...
- Interviewer: So what is a source though? If that's a source what is a source?
- Yr11MAP Student 2; Something you can use to back up your opinion or to cancel out someone else's opinion.
- Yr11MAP Student 1: Something that gives you like information about how people live or lived.
- Yr11MAP Student 3: What Yr11MAP Student 1 said.
- Interviewer: So all of them can be sources?
- Yr11MAP Student 2: Yeah, pretty much anything can be a source as long as you use it in a certain way to back up what you're saying.
- Interviewer: If you disagree, Yr11MAP Student 3, please say.
- Yr11MAP Student 3: I don't really know though, that's the thing. I don't think you can use a battery as a source because it's like powering stuff and everything, so...
- Interviewer: What do we think then, how could that... So what do we think, that battery there...

Yr11MAP Student 2: Can be an artefact.

Interviewer: When might that become a source? Do we think...? Different question, sorry. Do we think that is never a source then, the battery?

Yr11MAP Student 1: It could be in the future, like to see how we used technology.

Interviewer: So if we... In the future, so you got it from looking back on it?

Yr11MAP Student 1: Yeah.

Interviewer: So if we're saying... And please... Are we all in agreement then that a source is something from the past, yes?

[Students agree]

Yr11MAP Student 1: Or talking about the past.

Interviewer: Or talking about the past. When does it become a source then? Is there a definite point that you'd say, right, that battery is now a source?

Yr11MAP Student 1: Just when it's useful for the time you're talking about.

Yr11MAP Student 3: When you actually want to use it you could say it's a source otherwise you could say it wasn't if you didn't want to use it.

Interviewer: Can we talk about that usefulness because I think that's really interesting. Yr11MAP Student 1, what do you mean by that, what do you mean by when it's useful to you then it becomes a source?

Yr11MAP Student 1: Well, because now it's not that useful as a source but if like in the future you were talking about how we use technology now you could show that like that's a sign of how we used things, like batteries.

Interviewer: So who's it useful to though?

Yr11MAP Student 2: Historians of the future.

Interviewer: Historians of the future? This is an interesting... I'm interested by this. So you're saying that a source is something that is from the past and is useful to historians who are doing what?

Yr11MAP Student 2: Finding out about how we lived or...

Yr11MAP Student 3: How things have changed as well.

Interviewer: Alright, so they're looking at change, they're looking at how we lived, yeah? Do we think...? I've heard some of these words being used this morning, because you've used the word evidence, some of you used information. Do we think there's a difference between evidence and information? Because all these objects that I've just dumped on the table and the two sources we've looked at, you could say we get information from them, do you agree?

[Pupils agree]

Interviewer: All of them, right?

[Pupils agree]

Interviewer: What's the difference between...? Is there a difference between evidence and information?

Yr11MAP Student 3: I reckon the only difference between them is the format which it's presented with, like in information you could just get a load of texts but with evidence it's more solid, like in your hands sort of thing.

Interviewer: So evidence is something you can touch do you think?

Yr11MAP Student 3: Yeah.

Yr11MAP Student 1: Or you can use evidence to back up information, so you could like get information from that picture and then use a picture similar and say that that information's more reliable or accurate.

Interviewer: So evidence is something that we have to use to back up...?

[Students agree]

Interviewer: Right, okay. Do we think then...? Last question, do we think there's a difference between a source and an historical source? Is there a difference between a source that anybody might use and an historical source?

Yr11MAP Student 1: Well, because historical sources could probably be used by anybody.

Yr11MAP Student 2: I suppose a source could be like present day and a historical source is like from the past, like Yr11MAP Student 3 said about the coke bottle, you can work out that we drank coke. But like that's like not a historical source because it's like in the present, now. But say we were talking about... Like that's 100 years old, that would be a historical source then.

Interviewer: Are we all in agreement then?

[Students agree]

Interviewer: Brilliant, thank you guys.

[End of Transcript]

Year 11 Middle Ability Pupil Session 2

- Interviewer: Right, okay, second thing. So this morning we were looking at what was a source and you all had some really good ideas, really interesting ideas. What source skills do you think you've learnt this term, if any?
- Yr11MAP Student 3: How to identify a medium.
- Interviewer: Okay, so we're talking about medium, yep.
- Yr11MAP Student 1: And being able to pick the relevant ones.
- Interviewer: Okay, picking relevant ones. Yr11MAP Student 2?
- Yr11MAP Student 2: Looking at their purpose and seeing if they were being manipulated for certain things.
- Yr11MAP Student 3: Corroboration.
- Interviewer: Brilliant, well done, the other group didn't get that word. Corroboration, yep. Anything else?
- Yr11MAP Student 3: The value of them, reliability.
- Yr11MAP Student 1: Analysing them.
- Interviewer: Yep. Anything to add to that Yr11MAP Student 2?
- Yr11MAP Student 2: I don't know, what have we got?
- Interviewer: We've got medium, analysing, reliability, picking relevant sources, purpose, value, manipulation and corroboration.
- Yr11MAP Student 2: No, I think that's it.
- Interviewer: Okay. Which one of these then Yr11MAP Student 3s do you think is the easiest one to do?
- Yr11MAP Student 3: Medium.

Yr11MAP Student 2: Yeah.

Interviewer: What, just analysing it in terms of its medium, just seeing what it is and saying whether that...?

Yr11MAP Student 3: Yeah.

Interviewer: Alright. Which one of these do we think is the most difficult?

Yr11MAP Student 3: Reliability.

Yr11MAP Student 2: Yeah.

Interviewer: Why is that the most difficult?

Yr11MAP Student 3: Because if it's just a painting or something and there's no documentation about it, you don't know whether it is just an artist's impression or whether it's meant to be (inaudible 0:02:03).

Yr11MAP Student 2: Also it's really, really hard to find anything that's like completely reliable, you always have to analyse it because other things might not be reliable because of this.

Interviewer: Okay, Yr11MAP Student 1?

Yr11MAP Student 1: There's always two sides so it's normally... There's things that make it reliable and things that make it unreliable.

Interviewer: Okay. Different question then. If we're thinking about this idea about reliability and it's really tricky, which do you think... Which activity that we've done in the last term, including the trip if you wish to, helped you do that, helped you understand how to judge something for its reliability? Can you think of anything that jumps to mind of that was really useful to look about reliability?

Yr11MAP Student 1: The trip was quite good, in the museum.

Interviewer: Which parts of the museum, all of it or...?

Yr11MAP Student 1: The painting... When we looked at the Broad Quay picture.

- Interviewer: What was so good about that then? Because we'd looked at that in class before but... I'm not saying you're wrong in any way, Yr11MAP Student 1, because the other group said something similar. What do you think was so good about looking at that Broad Quay picture that helped you understand reliability?
- Yr11MAP Student 1: It was a good example of like what things you can pick out of a source.
- Interviewer: Alright. Yr11MAP Student 2?
- Yr11MAP Student 2: Yeah, like the person who was doing it went through it with us and said like this might not be reliable and this might have been... Explained it quite a lot.
- Interviewer: So like a step by step explanation?
- Yr11MAP Student 2: Yeah, and then you... These steps were like easy to put into other sources.
- Interviewer: Okay, so easy steps to use elsewhere.
- Yr11MAP Student 2: Yeah.
- Interviewer: Just making some notes, that's all. And Yr11MAP Student 3?
- Yr11MAP Student 3: (Inaudible 0:03:44).
- Interviewer: Is there anything that you think we could... Any of these skills, looking at these, so again... I'm going to read them out again, Yr11MAP Student 2, so it kind of helps you out, medium, analysing, reliability, picking relevant sources, purpose, value, manipulation, corroboration. Is there anything that you think that we need to focus on in terms of the way we teach this next year? Like which one of these do you think we need to push a bit more with the kids? Which do you think would have helped you out in your controlled assessment?
- Yr11MAP Student 3: More on the purpose and value, together.
- Interviewer: You think purpose and value?
-

Yr11MAP Student 3: Yeah.

Interviewer: Yr11MAP Student 1, what do you think? You can disagree, no one's going to mind, Yr11MAP Student 3's not going to shout at you.

Yr11MAP Student 1: The analysing.

Interviewer: The analysing, why do you think that?

Yr11MAP Student 1: Because I think just... If you're really good at it, it shows that you have quite a lot of source skills, which is good for the examiner.

Interviewer: Okay. Yr11MAP Student 2?

Yr11MAP Student 2: Maybe the picking out the right sources or rating them.

Interviewer: The selecting one, yeah?

Yr11MAP Student 2: Mm-hmm.

Interviewer: Now why do you think that then Yr11MAP Student 2?

Yr11MAP Student 2: Because... I don't know, if you've got the right source, sometimes like you kind of struggle to... That you've got three good sources but you're not quite sure which one to pick. And then once you've... But like if you can corroborate them in that one on there it's kind of easy, but picking out... You need to know which ones are useful, because you don't want to go off on one, like talk about or analyse something that's not relevant.

Interviewer: Can you give an example of that?

Yr11MAP Student 2: Not one that springs to mind. I'm trying to think of... There was some sources... Like the one in the book that we had, the people's nicknames, that wasn't relevant at all, so if you picked that it wouldn't have helped you really.

Interviewer: Okay, good point. Last question then that I'm going to question you Yr11MAP Student 3s on this session. Which one of these skills do we think real historians use most?

Yr11MAP Student 3: Reliability and analysing.

Yr11MAP Student 2: Yeah.

Yr11MAP Student 1: Yeah, analysing I would say.

Interviewer: So this one, analysing more, yeah?

Yr11MAP Student 1: Mm.

Interviewer: Analysing and reliability. What do we mean by analysing? Sorry, I just want to clear this up so that we definitely understand. What do we mean by this word, analysing?

Yr11MAP Student 3: To say what the source shows, thinking about how and why it was made and things like that.

Yr11MAP Student 2: I suppose reliability would come under analysing it.

Interviewer: So you think they're linked?

Yr11MAP Student 2: Yeah, because you can talk about...You can analyse it by saying about reliability.

Yr11MAP Student 3: So they're all linked together.

Yr11MAP Student 2: Yeah, most of them are linked together.

Yr11MAP Student 1: Yeah.

Interviewer: You think it all links together?

[Pupils agree]

Interviewer: And if we had to link it all under one banner then what would we say, apart from source skills? Or do you think source skills is the best thing to...?

Yr11MAP Student 2: Probably source skills, or analysing would be the main one that like they all come under.

Yr11MAP Student 3: It's quite big, it's quite a broad thing, to analyse it. There's all these things will come under it.

Interviewer: Okay, brilliant, alright.

[End of Transcript]

Year 11 Middle Ability Pupil Session 3

- Interviewer: Last one then, okay? Now all my work at the moment is about local history, okay? What I want to know, I want to know your opinion. Academics, those fancy bods that sit in universities, say that local history is brilliant for learning about source skills and I want to know whether you agree or not. Do you think that local history is better for learning about source skills, do you think it's better looking at local sources?
- Yr11MAP Student 1: Well, I suppose with some sources you might have more information about it because you've lived...
- Interviewer: In what way Yr11MAP Student 1, what type of information do you think you might have?
- Yr11MAP Student 1: Like background information, so you might know why it's there or... I don't know, stuff like that.
- Interviewer: So why do you think that might help?
- Yr11MAP Student 1: Because we'd be able to analyse it more and say if it's more reliable and stuff.
- Yr11MAP Student 3: You can go see it easier as well because it's near you, like the docks for example, you can just go see it and it's easier to learn stuff about it.
- Yr11MAP Student 2: You can get your own sources and also you know like the background information so you can back it up with your own information.
- Interviewer: That's interesting, Yr11MAP Student 2, you say about getting your own sources, what do you mean by that?
- Yr11MAP Student 2: Well, because it's local you can go and take pictures of, say, Pero's Bridge or whatever.
- Interviewer: Okay. Do you not think you can do that on a national scale?
- Yr11MAP Student 3: It's easier to do it locally.
-

[Others agree]

Interviewer: Why?

Yr11MAP Student 3: Because it's right next to you, well, in the sense of being (inaudible 0:01:35).

Interviewer: Can we talk about it a little bit more then? Why do we think...? What is so important as a historian that you know the area that the source is looking at? Can we think about really why does that help us out, why is it that you need...? Why do you think it makes it easier? We've kind of skimmed the surface so I really want to look at this in depth.

Yr11MAP Student 2: Knowing what the area's like.

Interviewer: Yeah, why do you think that makes it easier to use sources that are about that area that you know about, Yr11MAP Student 2?

Yr11MAP Student 2: Because you can think of motives for why people did certain things, you know the area and what went on there and from that you can back up your source. And then you can also find out its purpose probably more easily.

Yr11MAP Student 1: Nationally it's harder to get the sources that are really useful because you're... If you're doing it in a local area you're more likely to get a resource that you need but if you have to do it around the UK, for example, it's going to be hard to get every single source.

Interviewer: So it's easier for selection you think as well?

Yr11MAP Student 1: Yeah.

Interviewer: What about you, Yr11MAP Student 3?

Yr11MAP Student 3: I don't know about (inaudible 0:02:49).

Interviewer: So why do we think it's easier to use local sources? We all seem to be in agreement that it is, why is it?

[Interruption – teacher enters room]

Interviewer: Why is it that local history sources are so much easier to use? We've had some stuff from Yr11MAP Student 2 saying that you can analyse them because you'll know a little bit more background, that's what Yr11MAP Student 1 was saying as well, and we were talking about you can go and see them. What else do we think? It doesn't matter if you haven't got any more opinions.

Yr11MAP Student 3: No, I can't think of anything else.

Interviewer: You two?

Yr11MAP Student 2: No, not really.

Interviewer: Is that it, do we think that the only reason that local history sources are better is because you've got a little bit more contextual background maybe?

Yr11MAP Student 1: Yep.

Yr11MAP Student 2: Obviously you can get a bigger range of sources, larger range of sources.

Interviewer: Okay, that's selection, good point. Do you feel...? I'm going to put another question out there then because I'm interested in your opinion. Do you feel that it's better to look at local history sources because it's more interesting? Do you think it's more interesting looking at local history?

Yr11MAP Student 1: No, because like you're more likely to know the stuff but if you look at places you haven't known then you'll find out more information and you'll probably be more interested in it.

Interviewer: So you think actually local history is less interesting, Yr11MAP Student 1, is that right?

Yr11MAP Student 1: Yeah.

Yr11MAP Student 2: And also if it's like a... Say we're looking at England in a particular area or time period, there would be a lot more information

because a lot more would have been going on, because it covers a wider area, but if you look at Bristol less things would have happened so there wouldn't have been as much to talk about.

Yr11MAP Student 3: Because it's local stuff you can see things and you wonder why they're there but knowing about local history you can understand about why they're there and it makes more sense.

Interviewer: So do you think it's more interesting learning about local history?

Yr11MAP Student 3: I suppose what the local history of the place you live is about. If it's really boring then obviously not but...

Interviewer: Okay, so one last question then before we run off to lessons. Do you think that...? Do you feel it's interesting because you have some sort of pride in that area?

Yr11MAP Student 2: Yeah, there's a bit of pride in like you can understand how things work and you can kind of... It makes you feel more involved because you understand how this area works.

Yr11MAP Student 3: Yeah.

Yr11MAP Student 1: And you can see the places that you learn about.

Interviewer: So are we in agreement from this session that we think as a group that actually the reason why local history sources are better, and we all agree they are better, yeah? That the reason they're better is because you've got this contextual knowledge and that's pretty much where it... The be all and end all, yeah?

[Students agree]

Interviewer: Okay, brilliant.

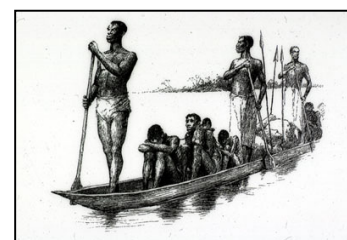
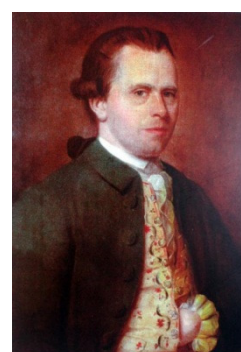
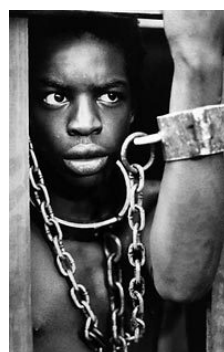
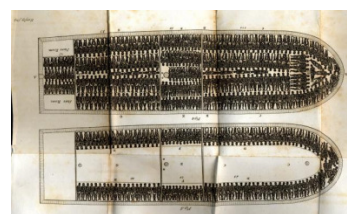
[End of Transcript]

Appendix I: Description of the focus group sessions for Year 7 (Hypothesis 2)

Session 1: What have you learnt about the transatlantic slave trade?

This session was designed to encourage debate about what the students had learnt this term to see if students discussed their learning in either a national or local context. The session began by simply posing the key question to allow an initial flow of ideas. Questions to the students were very open and despite being my own wide knowledge I ensured that they provided the answers to any questions (e.g. what was the name of the man who owned Pero?) as a group rather than providing them myself.

To encourage further discussion stimulus material was provided in the form of images they had used in class, ranging from slave capture to merchant portraits. Some of the images were purposefully vague (e.g. the Rum bottle) to get the students to move beyond the obvious in their discussions. Students were given the images as a group and asked them to sort them in a way that made sense to them, leaving the instructions vague to see what was produced. The images can be seen below:



Session 2: What local history have you learnt this unit?

This session opened with the key question to further probe the students understanding of what they had learnt and in particular what context they viewed their knowledge; local, national or international. Again, questions were left open and unanswered to gauge understanding. After this, these three contexts were explained to the students and were written on three cards. Students were then asked to describe their learning in each of these contexts. It was hoped that physically giving students these cards would mean this would be more kinaesthetic and tactile.

Session 3: Is local history good for illustrating national history?

As with the Year 11 sessions this session was left very open to elicit true opinions and allow discussion to naturally evolve. As with the Year 11 session the hypothesis was introduced to the students and explained that this was from academics, thus tying them into the idea of 'real' research. Differently to Year 11, each session opened with a brief discussion about what the hypothesis meant to ensure that key terms such as 'illustrate' were understood by all.

**Appendix J: Transcripts of high ability Year 7 student sessions 1 to 3,
focusing on Hypothesis 2**

Year 7 High Ability Pupil Session 1

- Interviewer: Let's see if this is working. Yr7HAP Student 3 – it is Yr7HAP Student 3, isn't it? Can you speak, so I can just check the levels?
- Yr7HAP Student 3: Hello.
- Interviewer: Fine.
- Yr7HAP Student 1: Hello.
- Yr7HAP Student 2: Hello.
- Interviewer: Brilliant, that's all working. So, let's start. What I want to talk to you about, and we'll only do this about five, ten minutes, I want to see, what do you think you've learnt about the transatlantic slave trade this last few weeks? What have you learnt?
- Yr7HAP Student 3: We learnt the triangle and how England gave guns and stuff to Africa. And we watch this film, Roots, which had Kunta Kinte in it. And we did a test today.
- Interviewer: You did a test today. And what was the test about?
- Yr7HAP Student 2: It was about, why do you think abolishment order happened in a date? 1807 or something.
- Interviewer: So you did a little bit of work about abolition. You've done a little bit of work about the slave triangle. What else have you looked at?
- Yr7HAP Student 1: We looked at what life was like on the slave ships and how cramped it was.
- Yr7HAP Student 3: And Roots kind of showed what it was like, and how they got sold and stuff.
- Interviewer: Good.

- Yr7HAP Student 2: We learnt about... it wasn't just the English that were being mean and taking the slaves; that the African captains... the chieftains gave away their –
- Yr7HAP Student 1: And how they captured them. They were just in a forest and they just take them.
- Interviewer: Okay, good. Sorry Yr7HAP Student 3, you were going to say something.
- Yr7HAP Student 3: I was just agreeing.
- Interviewer: What I want you to do then... let's see if I can jog your memory at all. On here is a load of pictures. I want you as a three, and you've got some pens, to order them, but I want you to talk about it. I'd rather you wouldn't write actually at all; more talk. But if you need to you can talk. I want to see about... if you know anything about these pictures and maybe how they are linked... and it will show me what you've learnt over the last few weeks. Is that okay? Go for it.
- Yr7HAP Student 3: Is that John Pinney?
- Interviewer: So which one, this one here, you think that might be John Pinney?
- Yr7HAP Student 1: That's Kunte Kinte. That's the Georgian house.
- Interviewer: Why don't you spread them out see if... can we link any of these together? So what I want you to do is see if you can make what is called a concept map, all right?
- Yr7HAP Student 1: Is that Pero? No, that's not Pero.
- Yr7HAP Student 2: Is that Miss Perrow?
- Interviewer: No, it's not your French teacher.
- Yr7HAP Student 2: Wasn't this someone's house?
- Yr7HAP Student 3: Yeah, wasn't that - ?

- Yr7HAP Student 1: George... that was his house; John Pinney's house.
- Interviewer: Who's John Pinney, then? And who's that, then, if that's his house?
- Yr7HAP Student 1: He was a plantation owner and he had a plantation in the Caribbean and his servant was Pero. And this is Clarkson.
- Interviewer: Okay. So what's that there? Do you mind describing that?
- Yr7HAP Student 3: That's a bridge which was made for Pinney, because... no, for Pero, because he never got to escape slavery and stuff.
- Interviewer: Good. Okay. How are any of these other pictures linked?
- Yr7HAP Student 2: This is the layout of the slave ships that they carried them to America in to –
- Interviewer: And why do you think that was made?
- Yr7HAP Student 2: I think it was to really help the crew and things when they were putting the slaves in to know... or maybe it was to work out how many slaves they could fit in to make a profit.
- Interviewer: So we had some over here about Pinney and Pero. What are the... what are... lots of other images? How do these all link?
- Yr7HAP Student 1: Do you know who this is, Yr7HAP Student 3 or Yr7HAP Student 2?
- Yr7HAP Student 2: Is it Colston, Yr7HAP Student 3? Oh no, it isn't.
- Yr7HAP Student 3: I'm not sure, but this is advertisement for –
- Yr7HAP Student 1: Wasn't this something... Thomas Clarkson.
- Yr7HAP Student 2: Oh yeah, it might have been, actually.
- Yr7HAP Student 1: No, I just know that name.
- Yr7HAP Student 3: It could be the guy who did the sales for –

- Yr7HAP Student 2: Yeah, I think it was Thomas Clarkson.
- Interviewer: Who's Thomas Clarkson?
- Yr7HAP Student 1: Another person.
- Yr7HAP Student 2: Another slave owner.
- Yr7HAP Student 1: He tried to stop slavery.
- Yr7HAP Student 3: And he tried to collect information; it was, like, his life's work.
- Interviewer: Let's put him in here, then. What else have we got?
- Yr7HAP Student 2: This is blue rum glass bottle thing.
- Interviewer: Why is that there, do you think?
- Yr7HAP Student 1: That they made.
- Yr7HAP Student 2: This is the... the Africans wanted imported from England to them in exchange for slaves.
- Interviewer: What else have we got? So how do these all link together? Can you see if you could draw... if we had to... if we've got some over here, some over here, some over here, do you think we could kind of draw some lines between them, maybe? And describe it as you're doing it, if that's all right.
- Yr7HAP Student 2: These three are all connected because of John Pinney and Pero.
- Interviewer: Good. Let me write that down. This is Pinney and Pero stuff, yeah? What else?
- Yr7HAP Student 1: These two would be connected because these are slaves who are going to be sold at this –
- Interviewer: So this is the slave boat and the advert.
- Yr7HAP Student 3: Would these two be because... their work?

- Interviewer: Which ones are those? Can you just describe them for the - ?
- Yr7HAP Student 3: That's when they do the crops and –
- Interviewer: Yeah, so the plantation stuff, and...
- Yr7HAP Student 1: Isn't that when they were captured?
- Yr7HAP Student 3: I don't know.
- Yr7HAP Student 1: That's been taken on to the ship.
- Yr7HAP Student 3: So it would be on this one.
- Yr7HAP Student 1: That might be going on -
- Yr7HAP Student 3: So just link it to this one.
- Interviewer: So that's the rum bottle to the ship, because that's what they traded with.
- Yr7HAP Student 3: And then Kunte Kinte was on the ship.
- Interviewer: And the ship to Kunte Kinte. All right, I like that. I think that works a lot. What about the plantation one, then?
- Yr7HAP Student 2: That could link to Kunte Kinte, maybe.
- Interviewer: Yeah, because he worked on a plantation. And so we've got this one left, and you said this one was Thomas Clarkson, and so that one's left. Where do we think that one might be?
- Yr7HAP Student 3: Well, he looked at slave ships.
- Interviewer: Brill. So we draw a line through. Okay, really good. Take a seat. A couple more questions. Why do you think that as teachers we should teach you this? Why do you think it's important that you look at this?
- Yr7HAP Student 2: It's a bit of local history to know the history of Bristol.

- Interviewer: Why's that important? Why do you think that's important?
- Yr7HAP Student 3: Because it's humanities.
- Interviewer: You're right, it is humanities, and we do have to learn about history in humanities; that's one of the three. Why learn about this history, though?
- Yr7HAP Student 3: Is it to stop it happening in the future?
- Interviewer: Okay, maybe.
- Yr7HAP Student 1: To show us how bad it was.
- Interviewer: I'm genuine... I'm just interested. Why do you think that we've chosen to let you guys study this topic?
- Yr7HAP Student 2: It's quite interesting topic to learn about.
- Yr7HAP Student 3: It's quite a big event in history.
- Yr7HAP Student 1: Yeah, and it's kind of something that Bristol was really big... involved in.
- Interviewer: Were other places involved?
- Yr7HAP Student 2: America.
- Yr7HAP Student 3: Africa.
- Yr7HAP Student 2: Lots of European countries.
- Yr7HAP Student 3: The Caribbean.
- Interviewer: What about places in the UK?
- Yr7HAP Student 2: Manchester, Liverpool.
- Yr7HAP Student 3: And London. But Bristol was, like, the main shipping port.
- Yr7HAP Student 1: You're just saying all the cities you know.

- Interviewer: You're just listing cities. That's fine; that's not a problem, Yr7HAP Student 2. Sorry, Yr7HAP Student 3, what were you going to say?
- Yr7HAP Student 3: Bristol is, like, the main shipping port. So lots of the boats went there.
- Interviewer: So which do you think... and maybe these pictures might trigger you a little bit – which do you think is the most important thing that you've learnt about this term?
- Yr7HAP Student 3: Probably this connection, actually.
- Interviewer: Can you explain that, Yr7HAP Student 3, rather than just pointing, because it's not a video, so we won't get it?
- Yr7HAP Student 3: I hadn't realised how horrible it was on the slave ships, and we did loads on that.
- Yr7HAP Student 2: I think it was the slave triangle, because you got a big basic understanding of how it all worked and what they did and everything.
- Yr7HAP Student 1: And as all the people who were trying... I don't know what they were called; people who tried to abolish the slave –
- Interviewer: The abolitionists.
- Yr7HAP Student 1: Yeah, the slave trade. And I was, like –
- Interviewer: Why do you think that's so important, Yr7HAP Student 1?
- Yr7HAP Student 1: Because you just kind of see how... because people were just saying how we just wanted the slaves all the time, but as well people were trying to get rid of it.
- Interviewer: Sorry ...you were going to ... before the door just weirdly... you were going to say something. That door made you lose your point. Anything else you think that... anything else that we missed talking about that you think you've learnt about transatlantic slave

trade this term? Or maybe anything more that these pictures kind of give you some clues about?

Yr7HAP Student 1: I remember when we were talking about how everyone in Europe thought people from Africa and the slaves, like, were really stupid and they didn't really know much. But then it showed us some pictures of what they made and how they are actually really intelligent as well.

Yr7HAP Student 3: And Thomas Clarkson, he collected evidence of this, and he had secret meetings at the Seven Stars in Bristol.

Interviewer: Which is what?

Yr7HAP Student 3: It's a pub.

Interviewer: Brilliant. That will do for today.

[End of Transcript]

Year 7 High Ability Pupil Session 2

- Interviewer: What I want to ask you about today is I want to ask you what local history you think you've been learning this term? Do you think you've been learning any.
- Yr7HAP Student 2: Obviously with Bristol. Yeah.
- Interviewer: Tell me about what you've been learning in terms of Bristol then.
- Yr7HAP Student 3: We were doing about –
- Yr7HAP Student 1: The slave trade in Bristol.
- Yr7HAP Student 3: Yeah, because it's quite a big shipping port.
- Yr7HAP Student 1: Yeah.
- Yr7HAP Student 2: And about the Seven Stars in the pub by the docks, and about the docks.
- Yr7HAP Student 3: Yeah.
- Interviewer: Learning about the story of the Seven Stars. What other things do you remember about the slave trade?
- Yr7HAP Student 1: Oh Pero, he lives on St George's place.
- Yr7HAP Student 3: And Yr7HAP Student 3 Colston who was like a statue (inaudible 00:00:41) and stuff.
- Interviewer: Good, okay. Do you remember any other stories or facts about Bristol and Bristol's slave trade?
- Yr7HAP Student 1: Oh yeah. Is it Pero, no not Pero, the other person, who did the bridge?
- Yr7HAP Student 2: Pero.
- Yr7HAP Student 1: Oh yeah, Pero's Bridge, and he worked at Perry's house or something. We haven't done that much on Bristol.

- Interviewer: You haven't done that much?
- Yr7HAP Student 2: Yeah, we only did... yeah, it's more just general slave trade. Bit about Bristol but I don't think we really did much.
- Yr7HAP Student 1: No.
- Interviewer: So do you think this is more general history or local history you've been learning about?
- Yr7HAP Student 1: General.
- Yr7HAP Student 2: I think it's general because local would be more just about Bristol and that area.
- Yr7HAP Student 3: I think kind of both because we learnt about people who were in Bristol and what they did, and we learnt about those people who actually like, who lived in Bristol. And also we learnt about other places where they did the slave trade as well, so it's not just Bristol.
- Yr7HAP Student 1: Sorry.
- Interviewer: It's alright, doesn't matter if you're finding it really... why are you finding it funny, Yr7HAP Student 3?
- Yr7HAP Student 3: (Laughs) I'm looking at Yr7HAP Student 2.
- Interviewer: Yr7HAP Student 2, what are you doing? Right, so, can we focus on this because this is interesting to me.
- Yr7HAP Student 3: Yeah.
- Interviewer: So you're not sure if you've been learning just about Bristol, you think you've been learning about generally everything as well?
- Yr7HAP Student 3: Yeah.
- Yr7HAP Student 2: Yeah.

- Interviewer: Why? Can we focus on that? I'm really interested in that.
- Yr7HAP Student 3: Okay.
- Yr7HAP Student 2: Well it's more just like spread out with America and Africa, and we look at the kind of things they take and...
- Yr7HAP Student 3: I think it's harder to get like resources in Bristol, because there're some better places round the world, but it's been quite interesting talking about Bristol, because we live in Bristol.
- Yr7HAP Student 2: Yeah we (inaudible 00:02:25) to learn more about Bristol than the general slave trade.
- Yr7HAP Student 3: Yeah.
- Interviewer: Do you not think some of those lessons that you've done though have been about Bristol, have they not had a Bristol focus though? That's what I'm interested in.
- Yr7HAP Student 3: Well we know about the Seven Stars that was in Bristol.
- Yr7HAP Student 2: Well I (inaudible 00:02:39).
- Interviewer: Sorry, one minute, it's alright I'll come back to that in a minute. So what are the Seven Stars, what story does that tell us, what issue does that tell us about then?
- Yr7HAP Student 3: It's like the pub where all ship men went, and Thomas Clarkson collected his evidence from there, like speaking to all those people, and kind of tried to abolish the slave trade.
- Interviewer: So do you think maybe the Seven Stars tells us about abolition?
- Yr7HAP Student 1: Yeah, and it's like they were the main people.
- Interviewer: So why do you think you were also learning about Pero and his master who's called John Pinney, why do you think you were learning about that as well and what do you think that might tell us about? Or do you think nothing at all, it's just about Pero and Pinnie?
-

- Yr7HAP Student 1: Because he owned a... what are they called?
- Yr7HAP Student 2: Slave plantation.
- Yr7HAP Student 1: Slave plantation, yeah, in the Caribbean, so it was sort of connecting.
- Interviewer: So these things are connected, yeah?
- Yr7HAP Student 1: Yeah.
- Yr7HAP Student 2: Yeah.
- Interviewer: Okay. Let me show you something else then and let's see if that might let us think a bit more then. So we've got over here three bits of paper. Now, on these three bits of paper we've got three words, can you read them out for me, Yr7HAP Student 1? So we got it for the...
- Yr7HAP Student 1: Global history, national history and local history.
- Interviewer: Now you've been doing a bit of all of this, haven't you really?
- Yr7HAP Student 1: Yeah.
- Interviewer: What do you think fits into local history that you've been learning about?
- Yr7HAP Student 1: About all the –
- Yr7HAP Student 3: Seven Stars.
- Yr7HAP Student 1: And the abolitionists.
- Yr7HAP Student 3: And Thomas Clarkson.
- Yr7HAP Student 2: Actually topic thing was, do you think Bristol should apologise for it's role in the slave trade? And that was a bit of our local history, all about what Bristol to do.

- Interviewer: What do you think you've been learning about with national history then?
- Yr7HAP Student 3: How the countries were involved with each other, and that it wasn't just American it was also Bristol and Africa and the Caribbean, so quite a lot of countries.
- Interviewer: What about globally?
- Yr7HAP Student 2: The slave triangle.
- Interviewer: So as a whole? Alright.
- Yr7HAP Student 2: Yeah.
- Interviewer: How do these three, local, national, global, do you think they're linked, and how do you think they're linked?
- Yr7HAP Student 1: I think they are, because I can't remember who it was, it might have been Yr7HAP Student 3 Colston or something, who shipped in the slaves. I can't remember who it was.
- Interviewer: It was Yr7HAP Student 3 Colston, yeah.
- Yr7HAP Student 1: He shipped in the slaves from America. No, from Africa. So that was kind of national as well.
- Interviewer: Okay, good, so some of these things are local and national, is that what we're saying?
- Yr7HAP Student 3: Yeah.
- Yr7HAP Student 2: Yeah.
- Interviewer: Do you think the stuff you've been doing this term, the transatlantic slave trade, do you think that fits into local, global or national more? I mean in terms of the lesson you've been doing, which one of these do you think they fit under?
- Yr7HAP Student 1: Global.

- Yr7HAP Student 3: Global.
- Yr7HAP Student 2: Global.
- Interviewer: That's interesting. Okay, that's interesting. And how do you think these fit together? Or do you think they don't?
- Yr7HAP Student 2: What, in our topic?
- Interviewer: Not necessarily in that topic, Yr7HAP Student 2, how do you think they fit together? Do you think they fit together at all? Are there links? If there are can you explain them? Not even in terms of the slave trade, do you think they're linked at all these things?
- Yr7HAP Student 2: Well local history is part of national and global history as well because they're just part of...
- Yr7HAP Student 1: Yeah, and like all the global history, some of it involves the local history.
- Interviewer: So can we discuss this, this is interesting to me. There's nothing wrong with nicking a sweet either, let me take one. Please do. Yr7HAP Student 2 said that local history is part of national history.
- Yr7HAP Student 2: Yeah.
- Interviewer: Anybody else think about that? And in particular maybe also, if local history's part of national history, is that linked to what we've been doing in class?
- Yr7HAP Student 3: Yeah.
- Interviewer: In what way, Yr7HAP Student 3?
- Yr7HAP Student 3: Because Pero, he's from Bristol and then he told the world like what his opinions were and collected evidence around the world about slave trade, and how bad it was.
- Yr7HAP Student 1: Yeah.
- Interviewer: Go on.
-

- Yr7HAP Student 1: Because like, I reckon that lots of people learn about the slave trade in America and in Africa, and it kind of involved our local history, because they learn it because they were involved in it as well.
- Interviewer: Anybody else? Because I don't know if you're aware, you probably aren't aware because you're not a teacher, as teachers we have to teach you about the transatlantic slave trade. Now why do you think we've done it with a focus on Bristol?
- Yr7HAP Student 1: Because they played a big part in the slave trade and it's like good to know what happened in our city.
- Yr7HAP Student 2: And it was interesting to know also that where we are now in Bristol this all happened, you can relate it to things that are here, like Colston, and Pero's Bridge.
- Interviewer: Good. Yr7HAP Student 3?
- Yr7HAP Student 3: Probably like to stop it from happening again, and...
- Interviewer: There's no right or wrong answer, please, come on.
- Yr7HAP Student 3: To stop it from happening again and maybe because then we knew what happened in the past, so history.
- Interviewer: It's all blooming history, isn't it? It's all blooming history, all right? Okay. Really good, thank you, that's all I wanted to do for today.

[End of Transcript]

Year 7 High Ability Pupil Session 3

- Interviewer: Yr7HAP Student 3, can you just do a test for me?
- Yr7HAP Student 3: Hello.
- Yr7HAP Student 1: Hello.
- Yr7HAP Student 2: Hello.
- Interviewer: Perfect. Good. This is what we're going to look at today. Yr7HAP Student 1, would you mind reading them out for me?
- Yr7HAP Student 1: Local history is good at illustrating national history.
- Interviewer: What do we think this means? What do we think this word illustrating means, first of all? It obviously doesn't mean drawing pictures.
- Yr7HAP Student 3: Trying to make a picture in your head.
- Yr7HAP Student 2: You're sort of explaining national history. Like, we're relating to local and national history.
- Yr7HAP Student 1: Yeah, like, giving you an idea.
- Interviewer: What do we think about this statement? Do we think that's true or not? So, local... I'm going to read it again, and I want each of you to give me your opinion on it. There's no right or wrong – local history is good at illustrating or explaining or showing or giving you the big picture of national history. What do we think about that?
- Yr7HAP Student 3: It's false.
- Interviewer: Why do you think that, Yr7HAP Student 3?
- Yr7HAP Student 3: Because some places don't have any of... didn't get involved with anything. Like, say in the slave trade, Bristol did do a bit, but it was other countries as well which did more.

- Yr7HAP Student 1: I think it's kind of more false, but it kind of shows you local history... it might be involved in national history, but as well national history is more known, and this... more important.
- Yr7HAP Student 2: I think it is kind of true, because you can relate local history to your national history and see how it's linked together, and... oh yeah, this was connected to the London or everything like that, so yeah, I think it is true.
- Interviewer: What do we think about... so if we're talking about the local history of Bristol, what do we think the local history of Bristol is good at? Do you think it's good at illustrating any national histories at all, or do we not at all? Or do we think they're just Bristol histories? That's what... I don't know.
- Yr7HAP Student 1: Well, if, kind of, like, the slave trade, for example, it involves Bristol but it involves other places as well. So yeah, but also it's kind of, like...
- Yr7HAP Student 2: I think it is, though. If you look at Bristol's local history you know about other... like Africa's history and others.
- Interviewer: Why do you think that, Yr7HAP Student 2? Why do you think if we look at Bristol's history we can look at Africa's history as well?
- Yr7HAP Student 2: Because of the slave trade and the links between them. So the slave trade and the triangle.
- Interviewer: Yr7HAP Student 3, what do you think?
- Yr7HAP Student 3: About this statement?
- Interviewer: Yeah, or about... what do you feel... what local history of Bristol do we think... what history of Bristol that you maybe know about, what might that be good at illustrating... national issues-wise?
- Yr7HAP Student 3: I think it sort of shows that it happened in loads of places, and Bristol was involved with it.
- Interviewer: Okay, that's fine. What we've been doing this term... you may not have known it, or not, but we've been talking... you've been

learning about the history of Bristol, and the history of Bristol with its link with slave trade, and what we've been trying to do is show you what the bigger issues of slave trade were. Now, how well do you think that has worked? Do you think that's good or do you think that's not good? What do you think the benefits of learning just about the slave trade in Bristol and where Bristol has links... what do you think the benefits of that and what do you think the disadvantages may be?

Yr7HAP Student 2: I think the disadvantages are, we've learnt a lot about Bristol, but we don't know in that much detail really what happened in Africa or America.

Yr7HAP Student 1: Yeah. So if someone asks about the slave trade we'll just kind of talk about what happened in Bristol. We'll talk a bit about what happened in Africa and America, but not as much.

Interviewer: What do you think, Yr7HAP Student 3?

Yr7HAP Student 3: Yeah, I think it's a disadvantage, because you don't actually know what the other countries did, and you might just think Bristol was the main part of it and was in charge of the slave trade, sort of thing.

Interviewer: Okay, why do we think it might be... so we've looked at the disadvantages. What might be a good reason, then, for learning about the slave trade but with a Bristol focus, which is what we've been doing? What do you think the benefits of that might be? Because we've been doing that. We've been learning about the slave trade, but each of the lessons that you've been looking at have got little pieces of Bristol history kind of dotted in there. So if you remember that... when you did the slave triangle, all those pieces of evidence, they're Bristol evidence. When you did, what was it like to live as a merchant, you looked at John Pinney – Bristol man. So what do we think the benefit of looking at things with a local focus, then, of national issues? What benefits are there? Are there any?

Yr7HAP Student 2: I think that it sort of helps sort of understanding of how it all works.

- Interviewer: Whey do you think that, though, Yr7HAP Student 2? That's really interesting to me.
- Yr7HAP Student 2: You know about Bristol, and it's easier to understand Bristol as in it. If it was just America... we don't know much... well, you two might have been to America lots, but I don't know that much about American town or thing... where they went and what it was like. But in Bristol it's one link in the chain that you really know and understand, and that's good.
- Interviewer: That's an interesting idea.
- Yr7HAP Student 1: Yeah, and it kind of relates to all the other thing... kind of, like, kind of understand. Because we looked at Bristol, and we did look at the others; not for that much, though, and it tells us what went on in Bristol. And it kind of showed us the links.
- Yr7HAP Student 3: Definitely, yeah.
- Interviewer: Can you explain your opinion, Yr7HAP Student 3 or Yr7HAP Student 1?
- Yr7HAP Student 3: I think it's good because we looked at Bristol, because we, like, live in Bristol, so we know where the places are. It's like... so the docks, we knew where it was, but if we were doing it, say, Africa, we haven't been there, so we don't really know what it's like there.
- Interviewer: Sorry, Yr7HAP Student 1.
- Yr7HAP Student 1: It kind of puts a picture in your head how it was like if you know where it was.
- Interviewer: Can we talk about that a little bit more? That's what I'm finding really interesting. Yr7HAP Student 2 said, it gives me a link in the chain. And you say, you know where... it helps you because you know where it is. Why do we think it's so important, though, that we've looked at Bristol history... what makes it so much better, maybe, to look at Bristol history, so that you understand it? Because with the slave trade we could have looked at London or Liverpool. We didn't; we looked at Bristol. Now, why do we

think... can we think about this a little bit more? Why do we think it's so much better, maybe, to look at Bristol than it is other places?

Yr7HAP Student 1: Kind of because we know... because Bristol was one of the most important places of the slave trade in England, and also it kind of puts a picture in our head. Like, if they say where John Pinney lived, I think it was him, and show a picture of us... well, we knew where it was, so we could picture... we could picture him living there, but we knew what...

Yr7HAP Student 3: Creative mind.

Yr7HAP Student 1: We knew what it was kind of like there, and if it's by the docks, we knew kind of how it was.

Interviewer: Why do you think that helps you?

Yr7HAP Student 2: It's easier. When you're learning about the slave trade which you haven't learnt about before, it's easier when you're starting to learn about it, you kind of have a helping hand, though, knowing about Bristol already, because you're here and the history sort of helps us, I guess.

Yr7HAP Student 1: It's quite interesting, because you go to buildings in Bristol and then you can track them down and work out what they were in the slave trade to see, like... my house, say, it could have been like a merchant's.

Interviewer: I'm sure most of you have been to Park Street and you know that's where John Pinney lived. Why do you think though that that... you keep saying, I know where it is and that helps me. Why do you think it does help you so much? I really want to... I'm interested in this.

Yr7HAP Student 1: Because you can, like, visualise what it's like. So you can see... you can imagine people, like, walking down Park Street.

Yr7HAP Student 3: Although it's more modern these days, there's kind of still old buildings, so yeah, like I said, you can kind of imagine them.

Yr7HAP Student 2: I think it's more interesting and fun, really, to learn about the history of Bristol than the history of some unknown town in England.

Interviewer: Do you agree with that you two as well.

Yr7HAP Student 1: Yeah.

Interviewer: Why do you think it's more fun... why do we think it's more fun to learn about Bristol as opposed to Manchester or Liverpool that we don't live in and we don't really care about, because they're up north or somewhere funny?

Yr7HAP Student 1: We can kind of say... if we just go to that place, we'll be, like, oh, I know what used to go on here, and you could say, I've been to the place where –

Yr7HAP Student 3: John Pinney lived. And so at the docks, if you're taking... like, walking on the docks, you can... people might have... John Pinney might have been walking where you are, and it sort of makes you imagine what it was like.

Interviewer: Yeah. So it makes you think about it a little bit more. What do you think, Yr7HAP Student 2? You said it was more fun. Why do you think it makes it more fun?

Yr7HAP Student 2: I'm not sure, really. I just think it's good. I think sort of it just makes it seem more realistic what you're hearing, and yeah, it's easier to (inaudible 0:08:58) about all these historical facts and things.

Interviewer: Good. Anybody else any other opinions or things you want to say? Done, sure? Fab.

[End of Transcript]

**Appendix K: Transcripts of middle ability Year 7 student sessions 1 to 3,
focusing on Hypothesis 2**

Year 7 Middle Ability Pupil Session 1

Interviewer: Alright, can I just test for levels? Yr7MAP Student 3 do you mind saying your name for me?

Yr7MAP Student 3: Yr7MAP Student 3.

Yr7MAP Student 1: Yr7MAP Student 1.

Yr7MAP Student 2: Yr7MAP Student 2.

Interviewer: Perfect. Right, okay, we're only going to do this for about ten minutes so you'll be on time for lessons. All right? So first of all we're going to do three sessions this week and the first one today, I want to know what do you think you've learnt about the transatlantic slave trade in the last term? Can you tell me what you think you've learnt?

Yr7MAP Student 1: Like how they ship them from one place to another, so they were really cramped in the space that they sailed across to America and -

Yr7MAP Student 3: That the chiefs got their people and like -

Interviewer: What do you mean by 'got their people' please?

Yr7MAP Student 3: Like captured.

Interviewer: Okay, perfect.

Yr7MAP Student 3: Like the slaves and sold them to the captains of the ship. Well they weren't exactly that nice to them -

[Alarm sounding]

Interviewer: Sorry, Yr7MAP Student 2.

Yr7MAP Student 2: They weren't exactly that nice obviously; they didn't treat them as proper people; they say they're bad. They're not exactly human; they're just animals where they are actually people and they weren't that nice to them.

Interviewer: Okay, really good. Why do you think it's important to study this history?

Yr7MAP Student 1: Because it's what we did in the past and we need to know that we shouldn't make the same mistakes to capture people just because of their race and make them enslaved just because of what they looked like and the reason how bad it was for them.

Interviewer: Yr7MAP Student 1, when you say 'we', who do you mean by 'we'?

Yr7MAP Student 1: Like white people who would have power now and could do the same thing, but because it was so bad that they wouldn't now.

Interviewer: Okay. Yr7MAP Student 3 and Yr7MAP Student 2, what do you think? Why do you think it's important that we study the slave trade?

Yr7MAP Student 2: To know the wrong and rights about life and when you do your GCSE and you get your marks it can help with your further life and education.

Interviewer: Okay.

Yr7MAP Student 3: Yeah and it makes us like aware that it's already been done and it shows how horrible it was so that we learn from our mistakes and don't do it again.

Interviewer: Good I like that and if I had to ask you what the most important fact was you think you've learned last term, what do you think it might be? We'll start this then Yr7MAP Student 2, what do you think it was? The most important one thing that you think that's the thing that I'm going to go home and tell my mum and dad about or that's the thing that I'm going to try and remember.

Yr7MAP Student 2: The slave trade was completely not fair and the wrong thing to do.

Interviewer: Okay.

Yr7MAP Student 3: That Britain agreed to it because it's quite surprising that they would have known what would happen, kind of, or how badly they treated them.

Interviewer: Alright, Yr7MAP Student 1?

Yr7MAP Student 1: When we went to Africa their chief was willing to sell someone's life for just stuff like glass and rum and stuff for someone's life that they'd give.

Interviewer: So why do you think that's so important?

Yr7MAP Student 1: Because it was their people and it was wrong and it's important to know that that's what they did.

Interviewer: Okay, good. Now what I'm going to show you now is I've got a selection of pictures and images of things that you might know something about or you might not. Now, obviously, because we're taping this, you need to describe what you're looking at, okay. So don't just go 'that one, that's that' because otherwise we won't have a clue what we're talking about on the tape. Is that okay? So what I'm going to do, I'm going to put some photos out and I want you to tell me maybe how they're linked. So move them around; feel free to just chuck them round the table and I want you to explain how they're linked to maybe what they're about. Is that alright? We've got one, two, three, four, five, six, seven, eight, nine, ten. Go. Tell me what they're about. Are any of these linked, kind of almost to see if we can work this out together.

Yr7MAP Student 3: Well, I think this one's the Pero's Bridge at the docks.

Interviewer: And what's that about?

Yr7MAP Student 3: I think it's about this man who was involved with the slave trade called something Pero.

Interviewer: Yeah. Okay.

Yr7MAP Student 3: And he helped imported the goods.

Interviewer: Sorry, Yr7MAP Student 1, are you going to answer?

Yr7MAP Student 1: His name is John Pinney I think.

Interviewer: John Pinney. Who's John Pinney then as well?

Yr7MAP Student 1: He was a merchant who made a lot of money from his West Indies farm that he enslaved slaves to work on and then he moved back to England, to Bristol, that's where he lived in this house -

Interviewer: And which house? Which one? Sorry we're looking at another photo. Which one? Do you know what this is called?

Yr7MAP Student 2: Yes. (Inaudible 00:05:14). I don't know the actual name of the house.

Interviewer: So he lived in that house?

Yr7MAP Student 1: Yes.

Interviewer: Okay. So then that photo and that one are linked. Right, what else?

Yr7MAP Student 1: That is John Pinney.

Interviewer: So we've got a portrait here and you think that one's John Pinney. So then these all link up. Does that make sense?

Yr7MAP Student 1: Yeah.

Interviewer: Yeah. Alright. O.K. tell me some other photos then.

Yr7MAP Student 1: This is a plan of how they were able to get more slaves into a boat by lining them up really close together and in a really cramped space so they can get more slaves in and make more money.

Interviewer: Okay, good. So we've got a picture of a boat and a plan of a boat. Yeah what else?

Yr7MAP Student 2: This is a rich man, probably from having slaves and selling slaves.

Interviewer: So we've got another merchant here then, yeah?

Yr7MAP Student 2: Yes.

Yr7MAP Student 3: And this is a boat which I think that the chief of like the tribe and he's bringing some men to ride the ships.

Interviewer: So which one do we think that one might link with then Yr7MAP Student 3?

Yr7MAP Student 3: The boat?

Interviewer: Okay, good. So we've got a picture of the capture and we've got a picture of the boat. They link up. What else? You tell me.

Yr7MAP Student 1: That is the rum that's used for the sailors.

Interviewer: So we'll put those two together. Alright, good.

Yr7MAP Student 2: And this is a picture of a man who's chained up and how they captured Kunta Kinte.

Interviewer: That Kunta Kinte? Who's Kunta Kinte?

Yr7MAP Student 1: There was a programme called Roots on and he gets captured from Africa and he was enslaved and gets brought across the Atlantic in a slave boat and then sold to a man who wants to turn him into a proper slave.

Interviewer: So where might we put that one then?

Yr7MAP Student 3: Maybe by the boats?

Interviewer: Okay. We'll put him by the boats.

Yr7MAP Student 3: And this is a picture of slaves chopping down sugar cane probably in the West Indies.

Interviewer: What were they doing with the sugar cane; where was that going?

Yr7MAP Student 3: To Britain?

Interviewer: And why do you think it was going to Britain?

Yr7MAP Student 1: Because they didn't have the weather to grow the sugar cane that they wanted.

Interviewer: Why did they want that?

Yr7MAP Student 3: To make pies and things.

Yr7MAP Student 2: To make tea.

Interviewer: Tea? Okay. To go in my sugary tea then. Alright, okay, go on then. What else have you got?

Yr7MAP Student 1: I think this (overspeaking) -

Interviewer: So it's a gun advert. So it's a gun advert from where?

Yr7MAP Student 1: From Bristol.

Yr7MAP Student 3: From Bristol.

Interviewer: And why is that relevant?

Yr7MAP Student 3: Because they got gun powder.

Interviewer: Yr7MAP Student 2, I think you had an idea about this. Why is that advert relevant?

Yr7MAP Student 2: Because it used the slaves to help make it, so it's basically a slave factory.

Interviewer: This is a slave factory in Bristol, or...?

Yr7MAP Student 2: Well the slaves make the guns and it's to do with the slaves.

Interviewer: Okay. So where might that go in this load of pictures here?

Yr7MAP Student 2: Probably John Pinney maybe.

Interviewer: John Pinney maybe. Alright, I'll put that with those two. And where do we think Kunta Kinte goes? Sorry I should have said that before. Sorry the plantation, where's that one going?

Yr7MAP Student 1: With Kunta Kinte, because he was a slave and he had (inaudible 00:08:36) things like that.

Interviewer: Love it. That is fab. Thank you ladies and gentlemen, that was

[End of Transcript]

Year 7 Middle Ability Pupil Session 2

- Interviewer: Can we have your name? Sorry, you're eating.
- Yr7MAP Student 1: Yr7MAP Student 1.
- Interviewer: (Laughing) Yr7MAP Student 3?
- Yr7MAP Student 3: Yr7MAP Student 3.
- Yr7MAP Student 2: Yr7MAP Student 2.
- Interviewer: Perfect. That worked a treat. Last time I spoke to you, we were talking about the slave trade and you told me all the stuff you've been learning and that was really good and really interesting. Today, different question, different question. I want to know what local history you think you've been learning this term?
- Yr7MAP Student 1: Like about Bristol, or...?
- Interviewer: If you think so, yeah, tell me. What... or what do you think... let's start with a different question. What do you think local history is? [Bell ringing] Typical. Blooming bell.
- Yr7MAP Student 3: History like happens near –
- Interviewer: Two secs. Let's wait... sorry. Yr7MAP Student 3?
- Yr7MAP Student 3: History that happens near... like near you, so if you lived in London then it would be like around there but if you lived in Bristol, history that's maybe in Bristol or like (inaudible 0:01:00) Bristol.
- Interviewer: Do we all agree with that definition? Is history near us, yeah? So if we think it's history near us, what local history have you been learning about this term?
- Yr7MAP Student 1: Like Bristol's role in the slave trade. So, like, they were the ones that let the ships come into the docks there and there'd be loads of, like, you could see around the docks, like, loads of big buildings, like now, that were from when the slave trade was

happening and that's where they swapped the goods and everything that they did.

Interviewer: Can you give me an example of a building that's still there Yr7MAP Student 1? Do you know of any?

Yr7MAP Student 3: Colston Hall?

Yr7MAP Student 1: Yeah.

Yr7MAP Student 3: That was... Edward Colston built it with the money.

Interviewer: Yr7MAP Student 2, do you know of any? Any buildings that are still there?

Yr7MAP Student 2: Well there was the Seven Stars Pub.

Interviewer: Mm-hmm. Why is the Seven Stars Pub important?

Yr7MAP Student 2: Because that's where... was it... I don't know who it was exactly but that's where he, like, collected all the information about slavery and that's how he abolished it.

Yr7MAP Student 1: Was it (inaudible 0:02:04) Thomas Clarkson?

Yr7MAP Student 2: Yes.

Interviewer: Yes, it was. Brilliant, well done. And any other stories you think you've learnt local, about local history? Or any other bits of history you remember about, local history you think you've been doing? So, we've had some stuff about some buildings and you said the ships came in and out and we've got the Seven Stars Pub.

Yr7MAP Student 1: Like, some of the stuff that is here now wouldn't be here without the slave trade, like the floating harbour, because they used that because so the ships could get in and out even if the tide was low. So if, for the slave trade, so if that hadn't happened maybe they wouldn't have that.

Interviewer: Okay, really good. What do you think Yr7MAP Student 3?

- Yr7MAP Student 3: Yeah... maybe like some of the houses we have here wouldn't be here, so like we might have not come in as far in like building them because... people had to like... it like got progressed because they needed the housing for the captains and the masters and stuff.
- Interviewer: So, some of the housing in the city got progressed?
- Yr7MAP Student 3: Yeah.
- Yr7MAP Student 2: Yeah.
- Interviewer: Why did it get progressed because of the slave trade?
- Yr7MAP Student 2: Because the slaves would come. That means there's more people, so they might have a –
- Interviewer: So slaves came to Bristol?
- Yr7MAP Student 1: No.
- Yr7MAP Student 2: Oh, no, no –
- Yr7MAP Student 1: The slave traders.
- Interviewer: Oh, okay.
- Yr7MAP Student 2: Yeah, the traders, they came and then they were all rich and so then they would like build bigger houses and they might even open it out to, say two small houses into a big house and then it was like stranded, or something.
- Interviewer: So why do you think the slave trade is so important to Bristol?
- Yr7MAP Student 1: Because it helped us, like even though it was such a terrible thing we have like quite a lot to thank for it, like the reason why people come to Bristol and like the Colston Hall or to see the floating harbour, we wouldn't have them.
- Yr7MAP Student 3: And it gives us money to improve things and keep on going.

- Interviewer: That's a really good question, a really good point. Okay. So it provided money and it provided those things that people come to see. That's really good. Do you think...? I think you can write three words down. Alright: local; national; and global. Now, history... sometimes you can categorise history into different things and some people think things are local history, national history and global history. All the stuff you were doing last term about the slave trade; what do you, which one of these categories do you think it fits under?
- Yr7MAP Student 3: National... local, most of it and the bit to do with the West Indies and Africa would be maybe global.
- Interviewer: So which one do you think mostly though Yr7MAP Student 3?
- Yr7MAP Student 3: Local.
- Interviewer: Local. Most of the slave trade is mostly local history. What do you think Yr7MAP Student 2? Do you agree or do you think it's something different? And please say if you do disagree, that's fine.
- Yr7MAP Student 2: I might disagree a bit, yes.
- Interviewer: So what do you think it is?
- Yr7MAP Student 2: It could be just national because I think England took quite a big role in it. Then again, it could be global because it was also the other countries all communicating and trading and making up different points that (inaudible 0:05:55).
- Interviewer: Yr7MAP Student 1?
- Yr7MAP Student 1: I think it was global because, if you think about it, Bristol couldn't have done it without Africa or America because they wouldn't have been able to trade the goods and the travel that they do and then... So, yeah, because it was other countries.
- Interviewer: That's quite well explained. Are these three things linked in any way? How do you think the... Are they linked?

Yr7MAP Student 2: I think so, yeah.

Interviewer: How?

Yr7MAP Student 2: Because from local, that local point could be exactly where the boats come; the national would be like other people coming down to get the ship's stuff and goods and bring it back to their place, where they live in England; and then it could be global because that's... the global places were Africa, America and UK, so they all link together as well.

Interviewer: I'm just going to explain it a bit differently now and I want to see if you two agree or disagree. If local stuff is stories just about kind of our local area or our area that we live in and national stories are stories that are important about Britain and explain Britain's past and global stories are stories that are about all of our, the whole Earth's past, do you think they are linked in any way, these stories? So, these are stories that are specifically about this area, stories that are about our country and stories that are about the wider world, I suppose. Do you think they're linked or...? It might be a bit of a difficult question but I wondered...

Yr7MAP Student 1: Can you... well, you wouldn't be able to have the... like if one of the parts of our local, like if Bristol didn't exist, you might not be able to have a global.

Interviewer: How? Can you explain that? That's an interesting idea.

Yr7MAP Student 1: Because if you didn't have Bristol in it, then they wouldn't be able to dock the ships anywhere so they wouldn't - well, anywhere that's like here - and so they wouldn't be able to ship them. So you wouldn't be able to ship, get like the tobacco and sugar from America. If they didn't get, the Americans didn't get any money for their goods, they wouldn't be able to buy the slaves that they got from Africa.

Yr7MAP Student 3: Yeah, I agree with Yr7MAP Student 1 because like... because it's all like linked in some way but there's also things that are quite different from because... they didn't have the buildings that the people like in the other countries that were important to Bristol. That helped like Bristol like say, no, don't be part of it any more.

And so the triangle was like broken and it's more like a (inaudible 0:08:46).

Interviewer: Really, really good. Any other points then to today? Any other thoughts or theories about what we've been talking about for the last eight minutes? No, all of you?

[End of Transcript]

Year 7 Middle Ability Pupil Session 3

- Interviewer: Right, can you say your names so I can see it's working.
- Yr7MAP Student 2: Yr7MAP Student 2.
- Jackson: Jackson.
- Interviewer: Good.
- Yr7MAP Student 3: Yr7MAP Student 3 Norman.
- Interviewer: Good.
- Yr7MAP Student 1: Yr7MAP Student 1 Russell.
- Interviewer: Lovely. Okay, here we go. Right, last one today. What I want to talk to you about is this statement. Yr7MAP Student 1, could you read it out for me?
- Yr7MAP Student 1: 'Local history is good at illustrating national history.'
- Interviewer: Right. So what was local history? What did we say local history was yesterday?
- Yr7MAP Student 3: History near you.
- Interviewer: Right. History... I'm going to write this down so it helps us out. 'History near you.' We talked about national history a bit as well, what did we say national history was?
- Yr7MAP Student 1: Like Britain.
- Interviewer: Britain. And what else? So Britain... history though, what do you mean by...? So this is history near you, so what's this then? Is this something about history of Britain then, or is it what?
- Yr7MAP Student 3: Well if you're from, like, Chinese, it would be like the history of China.
- Interviewer: Right, okay, so –
-

- Yr7MAP Student 3: So it's –
- Interviewer: So let's change that then.
- Yr7MAP Student 3: - the nationality of yours, your, like home town or...
- Yr7MAP Student 2: Yeah, like the English, what happened in the English history.
- Interviewer: So the history of what then?
- Yr7MAP Student 2: England.
- Interviewer: But you said it wasn't if you were from China. What does that mean then?
- Yr7MAP Student 3: Like, if you're, like, born in a country then that's, like, the history of the nationality.
- Interviewer: Right, the history of the country you were born in?
- Yr7MAP Student 3: Yeah.
- Interviewer: Alright.
- Yr7MAP Student 1: Shouldn't it be the country you live in?
- Interviewer: Let's put 'that you live in' then.
- Yr7MAP Student 3: Yeah.
- Interviewer: Yeah? So we know what local history is, we know what national history is, what does this word 'illustrating' mean? And it doesn't mean drawing a picture. So what do you think this word 'illustrating' might mean?
- Yr7MAP Student 3: Maybe 'shows'.
- Interviewer: Shows. Anything else?

- Yr7MAP Student 1: Like, if you say local history's good at illustrating it might mean, like... because if you drew a picture it would help you work out what the story was about so kind of help you work it out.
- Interviewer: Working it out. Love it. Alright.
- Yr7MAP Student 2: Maybe like a map or something.
- Interviewer: Yeah, good. Mapping it out, working it out, showing you. Yeah?
- Yr7MAP Student 2: Yeah.
- Interviewer: So this statement, those clever bods who work in universities, they think that local history is good for kids your age at showing you about national history. I want to know what you think based on what you've looked at this term. What do you think about that? You can say whether you think they're wrong, whether you think they're right, and that's what I'm interested in. Let's go through each of you. Yr7MAP Student 1?
- Yr7MAP Student 1: Well, I think it is quite good at illustrating national history because if you didn't, like, have your local history it wouldn't be as interesting to learn about the national history because there might be, like, less things to know or there might be... you'd probably want to know about your local history before national.
- Interviewer: Why do you think you'd want to know about your local history? You said it was 'interesting', what makes it interesting?
- Yr7MAP Student 1: Because it's where you live and, like, something really interesting could have happened, like, right down the road from you but, like, years and years ago.
- Interviewer: Why do you think that's important though, Yr7MAP Student 1?
- Yr7MAP Student 1: Because it's kind of like... it's not like ancestors in your family, but where you live, kind of ancestors of where you live.
- Interviewer: Okay. Yr7MAP Student 3, what do you think about this statement? Do you think that local history is good at illustrating

national history? Or do you disagree? Because that is also perfectly valid, there's no right or wrong here.

Yr7MAP Student 3: Yeah, well I do agree with the statement because lots of people live in different areas of Bristol, so if you put them all together and their history it will make sort of England's history.

Interviewer: So if all those little histories get stuck together that makes the bigger history?

Yr7MAP Student 3: Yeah.

Interviewer: That's interesting. Alright, okay. What do you think, Yr7MAP Student 2?

Yr7MAP Student 2: Well I kind of agree, yes, because the local history is important because, like, it is about what you kind of... where you are and... it just matters. So if we learn that then it changes from local to national to worldwide, and if you get... the nationality is England and Bristol is situated in England, and it kind of represents whereabouts it happened (inaudible 00:04:45).

Interviewer: Okay. Two things I want to talk to you about. Firstly, let's link this back to the slave trade. Why do you think, or *do* you think, is a better question, do you think it was a good idea to look at the slave trade with a focus of Bristol? Do you think you learnt about the bigger issues of the slave trade by looking at Bristol, or do you think that you didn't? I don't know, what do you think?

Yr7MAP Student 1: Yeah, I think we did because, like, we learnt about, like, John Pinney who, like, lived in Bristol, and Thomas Clarkson –

Interviewer: What national history do you think that you learnt through learning about Pinney and Clarkson then?

Yr7MAP Student 1: Well, Clarkson went from the Seven Stars Pub in Bristol and then he went, like, around Britain. Like, he went to Manchester and he got loads of people to sign a petition saying slave trade is wrong and stuff like that.

- Yr7MAP Student 3: Yeah, it makes you, like... people, like... from my point of view I don't think that you would be so much interested in people's, like, pasts and, like, Africa or something when you're not really from there, so it's more interesting if it's near you and that you can really, like, go down and, like, see the place what you're talking about, or, like, link it with something else.
- Interviewer: I like that idea. We'll come back to that in a minute. Yr7MAP Student 2, what do you think?
- Yr7MAP Student 2: Yeah, because if there's something that was very interesting but it wasn't even at all near you, then all you would do was, like, probably look it up in a book, but whereas if it happened in Bristol where we live, we could actually go down, have a look, experience what it was like maybe, a bit.
- Interviewer: Let's focus on that for a minute. Why do we think it's so important to learn about local history? What makes it really interesting? You keep talking about you can go down and see it, why do you think that's a help? Why? Like, what makes that so much better than if you looked at history in Plymouth or you looked at history in London? What makes that better that you can...? What do you think? I mean, you talked about going down and seeing it, and I know Yr7MAP Student 1 has, and Yr7MAP Student 3 has as well, what makes that better?
- Yr7MAP Student 1: Because, like, if you... say, Colston Hall, for example. Because you can, like... you can really kind of... you can see it properly and you don't... because if you did do something about London or Plymouth you'd probably have to look it up on the internet and the pictures might be blurry and it's also, like, you would want... because you know that, like, you could say... if it was in Plymouth you'd be, like, 'Oh I might go there for my holiday,' but if it was Bristol then you might be able to say, like, 'Oh yeah, I performed at the Colston Hall,' or something like that.
- Yr7MAP Student 3: Yeah, and you can really sort of relate to what happened, like, because I think it's better if you can actually see the thing, like, an object or something, if you're looking –

- Interviewer: Why does that help you think about the past though? Why do you think that? Because I think it does as well, but I'm just interested to see why you think so.
- Yr7MAP Student 3: Because you can, like... if there was, like, a scratch on the object and then they might say, 'Oh this person did that,' and you could actually, like, see how he sort of did it and you could sort of... I don't know, you could sort of, like, say, 'Oh yeah, I saw that and that information's...'
- Yr7MAP Student 2: Yeah, I would say –
- Interviewer: So you're saying about going down to see these places, Yr7MAP Student 2, why do you think that's important?
- Yr7MAP Student 2: It's important to see things because obviously you can get around and have a look and say, 'Oh I went to the Colston Hall and I saw all about the slavery,' where if you'd just go onto the internet or look up about Plymouth you'd say, 'I read a book about Plymouth,' it's not exactly as exciting.
- [Bell ringing.]
- Interviewer: We've not taken you down to the Seven Stars Pub, and have any of you seen the Seven Stars Pub before?
- Yr7MAP Student 2: Yeah.
- Yr7MAP Student 1: Yeah.
- Interviewer: Okay. You've walked past it yourselves though?
- Yr7MAP Student 1: Yeah.
- Yr7MAP Student 3: Yeah, I've been in it.
- Interviewer: Oh you've been in it?
- Yr7MAP Student 1: Yeah, I've been –

- Interviewer: Okay, well a different question then. What makes it more interesting learning about the Seven Stars Pub, learning about abolition through being in the Seven Stars Pub? Why do you think it makes it easier to think about the past knowing that you've been in it or seen it? What do you think? Why?
- Yr7MAP Student 2: Because you can see what it's exactly like and what's happened to it since.
- Yr7MAP Student 1: And you know what they're talking about. So if you were learning about somewhere in London that's, like, someone, like –
- Yr7MAP Student 2: I've never been to it.
- Yr7MAP Student 1: - because in English we're doing Shakespeare and we're learning about The Globe Theatre but, like, none of us have ever been there but... so it's kind of... we can't really picture it in our head.
- Interviewer: So it helps you picture it?
- Yr7MAP Student 3: Yeah.
- Yr7MAP Student 2: Yeah.
- Interviewer: That's interesting. One last question then, because I'm going to make you late otherwise. Are there any problems, do you think, with learning about... or trying to learn about national histories, like the transatlantic slave trade? Do you think there's any problems with learning about national histories through local history? Do you think there's any disadvantages for doing it that way?
- Yr7MAP Student 3: No, I don't think so.
- Yr7MAP Student 2: Like, did you say from nationality to –
- Interviewer: Like, if I'm looking at big national histories like the transatlantic slave trade, like the industrial revolution, like Tudors, do you think there's any problem with learning about those big national histories through local eyes, or through local history?

- Yr7MAP Student 2: Well I suppose Bristol is part of a national thing because it's part of England, and it did happen there as well as other places. So I don't see why not, but then again it would be the same for a different country so if you were in Africa you might want to see what happened there.
- Interviewer: What do you think, Yr7MAP Student 1?
- Yr7MAP Student 1: I think that –
- Interviewer: Are there any problems, do you think?
- Yr7MAP Student 1: I don't think there are any problems, but I think you... instead of... like, learning local history is, like, really important but you shouldn't just learn about that, you should learn about the national history and it, but... because –
- Interviewer: Why do you think we need to do both?
- Yr7MAP Student 1: Because if you –
- Interviewer: That's interesting.
- Yr7MAP Student 1: - just learnt about the Bristol history you wouldn't, like, know that much so you'd be able to tell your parents, 'Ooh yeah, like, we went to the Seven Stars pub' and everything, but if they said, 'Oh do you know anything about what they did in Manchester?' you'd just be, 'Oh he made people sign a petition,' that's all you'd know because you've learnt that through Bristol but you don't know as much as you could.
- Interviewer: What do you two think about what Yr7MAP Student 1 just said?
- Yr7MAP Student 2: Yeah, I agree because I think they link together as well.
- Yr7MAP Student 3: Yeah. I also agree because... yeah, it sort of... it all joins up.
- Interviewer: It does all join up. Okay. Good. Really fantastic interesting ideas today, and we've gone over time.

[End of Transcript]

Appendix L: Questionnaire sent to teachers regarding Hypothesis 3

From: Richard Kennett [REDACTED]

Sent: 28 October 2010 09:27

To: [REDACTED]
[REDACTED]

Subject: Masters - Questions on local history

Importance: High

Please feel free to answer in as much or as little depth as you wish:

1. How would you define a source?
2. What key source skills do you feel the students learnt during this scheme of work?
3. Do you think that local history was the best method for teaching these skills? Please explain your opinion.
4. What do you feel are the advantages and disadvantages of using local sources?

Appendix M: Teacher responses to the Hypothesis 3 Questionnaire

1. How would you define a source?

Teacher 1 Respondent:

A piece of historical evidence

Teacher 2 Respondent:

Evidence about the past, it could take a number of forms just some for example;

- * Written – Diary entries, Official documents, etc.
- * Visual – Paintings, Photographs etc
- * Spoken – Oral histories

2. What key source skills do you feel the students learnt during this scheme of work?

Teacher 1 Respondent:

- Use of contextual knowledge and application to a source
- How field work can support and develop understanding of historical skills
- Source comparison
- Change within a city

Teacher 2 Respondent:

How to select an appropriate source, How to assess usefulness of sources, How to assess reliability of sources.

3. Do you think that local history was the best method for teaching these skills? Please explain your opinion.

Teacher 1 Respondent:

Local history has provided an opportunity to explore sources beyond the classroom in a challenging and engaging way. Students have accessed museums, looked at the city and listened to at least one interpretation which has enabled them to have a deeper understanding of change.

Teacher 2 Respondent:

Yes. Because, students can easily picture the area that is being studied and relate to that area and the developments and therefore help their understanding of the sources. Also, students are able to get access to a greater range of sources.

4. What do you feel are the advantages and disadvantages of using local sources?

Teacher 1 Respondent:

Advantages:

- Students can relate to the area visually / experience
- Supports students understanding and application of interpretation as they already have their own view point
- If good links with local museums etc... are made the sources can be of a higher quality than those found in books / internet
- Ability to visit the area / source - field work

Disadvantages:

- Can be repetitive – local history is a compulsory element of primary history
- Often a topic that students are less than enthusiastic about
- Need to train staff, background reading

Teacher 2 Respondent:

Advantages- As stated above.

Disadvantages – students may have preconceived ideas about the development being studied.

Appendix N: Email correspondence with Michael Riley regarding Hypothesis 3

From: **Michael Riley** ([REDACTED])
Sent: 07 November 2010 16:00:07
To: Rich Kennett ([REDACTED])
Hi Richard

I think that there are two main way in which SHP's approach to historical enquiry and sources has changed over the last few years:

1. Source analysis is now seen as inseparable from historical enquiry. Creative thinking about the nature of historical questions that are the starting point for learning, and the ways in which students can be helped to use historical sources positively and constructively as part of their historical enquiries, are now central to the way that SHP approaches enquiry. For recent examples of this see our new Key Stage 3 series.
2. The other dimension is a more sophisticated approach to historical knowledge. SHP was always about knowledge as well as 'skills', but the last few years have seen some really creative thinking about the relationship between in-depth and outline knowledge that underpin enquiries. Again there are some great examples of this in the Key Stage 3 series, and it's going to be a strong feature in our new A level series.

Hope this helps

Best wishes

Michael

From: Rich Kennett <[REDACTED]>
To: Michael Riley [REDACTED]
Sent: Wednesday, 3 November, 2010 20:49:24
Subject: RE: Local History Masters Project

Michael,

Many thanks for your responses below I am most grateful as I am sure you are very busy and please do not apologise for questioning the question, my students do it all the time and I love it! Additionally your comment about designing the whole of KS3 around Bristol is very interesting and is partly where I envisage the

work I am doing for the dissertation to take me.

If you do have an additional 5 minutes could I also ask one more question:

Q: Has SHP's approach to sources / enquiry has changed at all in recent years and if so why?

Many thanks again,

Richard

Date: Wed, 3 Nov 2010 16:54:29 +0000
From: Michael Riley [REDACTED]
Subject: Re: Local History Masters Project
To: Richard Kennett [REDACTED]
Dear Richard

Thanks for your enquiry. Here are my responses to your questions.
By all means quote me in your Masters dissertation.

1. The SHP places local history as one of its 6 key principles. In terms of source skills why is 'history around us' so important?

I think we need to be careful here to distinguish between 'local history' and 'history around us'. One of the SHP principles focus on the latter:

*Generating an interest in, and knowledge of, the historic environment has been a core principle of the Schools History Project since its inception. Engaging with 'history around us', and considering what the historic environment can tell us about people's lives and beliefs in the past, are some of the most stimulating aspects of learning history. **The Project believes that there should be more opportunities for children and young people to study 'history around us' and it continues to develop innovative approaches to the study of the historic environment.***

Our emphasis here is on fieldwork. One of the original aims of SHP was to stimulate history-related leisure activities by fostering interest in and knowledge about the visible remains of the past. Fieldwork was also intended to provide students with the opportunity to engage with a distinctive form of historical enquiry that combined documentary evidence with the physical remains of the pastexactly what you are doing at Bristol Docks!

That's not to say, of course, that SHP doesn't promote all aspects of local history. Another of our principles focuses on diversity and an aspect of this relates to place:

*A particular hallmark of the original Schools History Project was the emphasis it placed on diversity. SHP believes that the history curriculum is often too narrowly defined, and that it should continue to offer more opportunities for children and young people to study a range of periods in history, civilisations and cultures beyond Europe, family and local history and more social and cultural history. SHP campaigns for a history curriculum that reflects the continuing social, cultural and ethnic diversity of Britain. **The Schools History Project promotes diverse content, diverse approaches to the study of history and a focus on the diverse experiences of people in the past.***

2. What do you see as the advantages and disadvantages of using local sources?

I'm not sure that this is the right question to ask - sorry to sound like a patronizing politician on the Today Programme! Obviously, using local sources enhances the study of history in a myriad of ways. I thought a brilliant recent example of this was Michal Wood's BBC series 'The Story of England' which really engaged the people of Kibworth Harcourt (including primary and secondary pupils) with their local past. As Michael Wood said, it was the wonderful sources that brought the history of the village to life. I don't think that the history of ordinary people's lives features strongly enough in our curriculum and local history is such an enriching way to engage with this. There is such rich potential in local history because young people see it as *their* history. It would be great I think, to structure a whole Key Stage 3 course around the history of Bristol (or any locality) making rich connections with national and wider world history.

I don't think there are any disadvantages in using local sources.

3. What are the key skills you would hope students would learn from using local history sources?

I'm not sure what you mean by 'key skills'. I don't like the term 'skill' as it seems to me to be reductive. A focus on local history provides a rich context for pupils to do all the things

listed in the importance statement for the 2008 National Curriculum:

History fires pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past....

Good wishes

Michael

Dr Michael Riley
Director, Schools History Project
[REDACTED]
[REDACTED]
www.schoolshistoryproject.org.uk

From: Rich Kennett <[REDACTED]>
To: Michael Riley [REDACTED]
[REDACTED]
Sent: Thursday, 28 October, 2010 9:54:27
Subject: Local History Masters Project
Dear Michael,

My name is Richard Kennett and I teach History at Redland Green School in Bristol. We met last year at an excellent SHP course you delivered at Bristol Museum on historical enquiry. At the course much of your focus seemed to be on local history which partly inspired me to choose local history as the focus of my Masters in Education dissertation.

For my dissertation I am investigating the purpose and value of local history in the school curriculum. Academics have highlighted three areas where local history is particularly successful:

- Local history is excellent for teaching source skills
- Local history is excellent at developing a sense of identity
- Local history is excellent at illustrating national issues on a local level

For each of these areas I am completing an action research project, teaching a scheme of work that addresses this and then reflecting on the hypothesis with students and teachers. I have just completed the action research for the first of these, teaching a Year 11 group with a controlled assessment focused on Bristol Docks for the OCR SHP GCSE.

At the course you gave me your email address and said that if I had questions for my Masters project I could email you. If you do have 5 minutes I be most grateful if you could answer the questions below as the perspective of the SHP director would mean this reflection is far more meaningful and interesting for analysis. If you are happy to complete the questions I would also like to ask for your consent to use your name in my dissertation work.

Thank you in advance,

Richard

- 1. The SHP places local history as one of its 6 key principles. In terms of source skills why is 'history around us' so important?**
- 2. What do you see as the advantages and disadvantages of using local sources?**
- 3. What are the key skills you would hope students would learn from using local history sources?**

Appendix O: Questionnaire sent to teachers regarding Hypothesis 2

Year 7 Local History Project

As I think you will be aware, I am currently undertaking my Masters in Education. As part of this project I am investigating the benefits of teaching local history. One of the main hypotheses suggested by academics is that local history is good at illustrating national history. To test this hypothesis I created the slavery scheme of work that you are all currently teaching. To help me with my reflection on this unit I would really appreciate if you could fill in the form below.

There are only a few questions and I will treat all responses anonymously. If I use your answers in my work no names will be used.

Why should we teach the students about the transatlantic slave trade?

Why should we teach the students about local history?

What (if any) benefits are there of teaching the transatlantic slave trade with a focus on Bristol?

What has been the best thing about teaching this unit?

What has been the worst thing about teaching this unit?

Academics claim that local history can illustrate national history. Do you agree? Please fully explain your opinion

Powered by [Google Docs](#)

[Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)

Appendix P: Teacher responses to the Hypothesis 2 Questionnaire

1. Why should we teach the students about local history?

Teacher Respondent 1:

It gives them a better understanding of the world around them.

Teacher Respondent 2:

- Potential to engage students.
- Could foster out of school learning/interest.

Teacher Respondent 3:

To make it seem more relevant and to know more about the area helps them see history as a topic that is present all around them

Teacher Respondent 4:

To understand the context of the city and make history relevant to them rather than abstract ideas.

2. Why should we teach the students about the transatlantic slave trade?

Teacher Respondent 1:

It is an issue that has had a massive influence on our city. It also teaches students the prejudices of the time, and therefore helps students to live in a multi-cultural society.

Teacher Respondent 2:

- Explains how black people came to live in America.
- Glimpse of Empire.
- Introduction to economics.

Teacher Respondent 3:

It is a topic which still causes disgust and shock and which has reflected upon relations between blacks and whites in such an important way

Teacher Respondent 4:

Due to its parallels with slavery today. I would have liked to have seen some links drawn - perhaps one lesson at the end.

3. What (if any) benefits are there of teaching the transatlantic slave trade with a focus on Bristol?

Teacher Respondent 1:

As slavery has had such a massive impact on Bristol, it engages students learning in local, national and international history.

Teacher Respondent 2:

- Two historys in one - both of Bristol and slave trade.
- 'I've seen that bridge. It looks like Shrek's ears.'
- Possibly none - Pinney and Seven Stars give an element of localness, but would this have a greater impact than if we were based in Nottingham? Not so sure.

Teacher Respondent 3:

They can look at their own surroundings in a new light and become 'local experts'

Teacher Respondent 4:

That students, if they know the city well, can make it relevant to themselves. However, for those that don't know the city, it is still really abstract.

4. What has been the best thing about teaching this unit?

Teacher Respondent 1:

Learning interesting facts about Bristol's role in the slave trade and Thomas Clarkson's role in abolition!

Teacher Respondent 2:

- It was after Jesus [Scheme of work]
- Everyone loves Kunta Kinte.
- Engaging lessons.

Teacher Respondent 3:

Learning myself. And getting the pupils to try to empathise with something that is so far removed from their experiences

Teacher Respondent 4:

It is intrinsically interesting and students love it - particularly the Middle Passage lesson.

5. What has been the worst thing about teaching this unit?

Teacher Respondent 1:

Cutting a sticking card sorts with year 7!

Teacher Respondent 2:

Lots of resources needed.

Teacher Respondent 3:

The level of source analysis

Teacher Respondent 4:

Lots of lessons have been similar styles and students had a tendency to get bored. However, this is due to a lack of ICT as so many more activities could have been incredibly had the facilities been made available. Almost too much information at times to get through and it would have been nice to have had some consolidation lessons planned in like 'design a wanted poster'.

**6. Academics claim that local history can illustrate national history. Do you agree?
Please fully explain your opinion**

Teacher Respondent 1:

Yes i agree, because students can understand the local history, before applying it to a wider context. This helps them visualise history, rather than seeing it as a separate 'thing' which happens to other people/countries.

Teacher Respondent 2:

Extrapolation of microcosms, eh?

Yeah - if you do the holocaust it's hard to get your head around 6000000, so if you focus on one person/family it has a greater impact. In this instance you could solely follow Pinney and still get the full picture.

These 'academics' are morons! Unless you examine many localities you can never get a true national view of an event. It is far better to start with the bigger picture and examine aspects of that and how it influenced a variety of places. These can then be compared.

Teacher Respondent 3:

Yes, as 'national' history can sometimes seem too abstract

Teacher Respondent 4:

Only if you live in a city that has relevance to many aspects of history. Birmingham is good to illustrate the industrial revolution as Bristol is good to illustrate slavery and Manchester and Liverpool the canal network but gaps in knowledge may be found if history is kept entirely local. I think you should use the prevailing influence of a city in order to teach certain aspects but not rely on it. Students living in London are lucky that they can see the layers of history all around them. However, if you localise history you can run the risk that students fail to understand that the entire country was not doing the same thing.

Appendix Q: Email correspondence with Michael Riley regarding Hypothesis 2

Re: Local History Masters Project
From: Michael Riley ([REDACTED])
Sent: 30 September 2011 06:13:00
To: Rich Kennett ([REDACTED])

Thanks Richard

I'm glad the comments were useful. I'm sorry my answers (below) are brief, Each of your questions deserves an essay response, but I just don't have the time as I'm teaching three days now and have oodles of SHP stuff to do on the other two days. However, you might be interested in my next blog on the SHP website (in our new News Hub section) as it focusses on 'History Around Us'. It will be posted next week.

1. What is the position of the SHP on the relative importance of local, national, international history? What should be prioritised and why?

SHP thinks that all three are vital. No one dimension is more important than the others.

2. Are there any hazards to using local history to illustrate national history?

No, providing this is not the ONLY reason for doing local history.

3. Are there any particular benefits which local history brings to the study of history which other histories (national and international) can't or don't address?

Absolutely. It connects young people to their own communities and encourages a more complex understanding of the past

Good luck with the rest of your research.

Best wishes

Michael

From: Rich Kennett <richardbkennett@hotmail.com>
To: mriley.shp@btinternet.com
Sent: Monday, 26 September, 2011 8:34:31
Subject: RE: Local History Masters Project
Michael,

Your comments below were really useful to address my first hypothesis that 'local history is good for teaching historical enquiry' so thank you.

I have now (nearly a year later) finally got to the second hypothesis that 'local history is good at illustrating national history'. Many of the issues surrounding this hypothesis were picked up by you in your previous answers but if you do have a spare five minutes I would really appreciate if you could answer the three questions below:

1. What is the position of the SHP on the relative importance of local, national, international history? What should be prioritised and why?
2. Are there any hazards to using local history to illustrate national history?
3. Are there any particular benefits which local history brings to the study of history which other histories (national and international) can't or don't address?

Many thanks in advance,

Regards

Richard