

Year 5

LO: To consolidate our understanding of chronology.

Prehistoric

LO: To identify the key features of the Stone Age.

LO: To recognise the significance of Stonehenge and its impact upon us today.

LO: To identify the most significant parts of the Iron Age.

The Romans

LO: To explore what we already know about the Romans.

LO: To identify the strengths of the Roman Army.

LO: To reflect on the life of a Roman soldier.

Vikings + Saxons

LO: To recognise what life was like for the Viking warriors

LO: Reflect on life in England for the Vikings

LO: To determine the significant events of the Battle of Hastings 1066 and the end of the Saxon era.

12.14 | 47 to increase oncology



A stylized illustration of a person riding a bull. The bull is dark brown with a lighter brown face and horns. It is mounted on a wooden frame that resembles a seesaw or a simple ride. The person is sitting on the bull, holding onto its back. The entire scene is set against a plain white background.

2,50BC



1,800C

1,200-800BC



700-500BC



AD43



1,200-800BC



Friday 13th October 2017

LO: Stonehenge

Stonehenge is a famous prehistoric monument just north of the city of Salisbury in Wiltshire, Southern England. Stonehenge began life as a series of earth works built around 3000 BC. The discovery of cremated human remains suggests the first use of Stonehenge was as a burial ground.

Around 2500 BC a series of stone circles were built. The stone placed on top of each others are known as lintels. The larger outer stones are called the 'garden stones'. They are a type of sandstone and come from Southern England. The largest stone is called the 'heel stone' and weighs about 35 tons. The smaller inner stones are bluestone and they came from Preseli hills in Pembrokeshire, Wales. Nobody knows how they were transported from Wales.

Thursday 2nd November 2017

LO: Writing a recount about our trip to Stonehenge



On the 20th of 50 and 55 on a lovely to stone for a day. morning/week really excited. So I got up had breakfast my teeth, addressed finally went to school. When I school me and my friend got onto a banana bus. When we arrived we out and walked together to the On our way we had to walk through a field of cows but it weren't near were we were. My class and I had to jog to the gate. And then eventually we the stones. At the stones there a really small fence around it. On our way around we stopped have a break.

CHECK LIST
Remember to double check your work.

accuracy	<input type="checkbox"/>
spelling	<input type="checkbox"/>
grammar	<input type="checkbox"/>
date	/ /

KEY WORDS

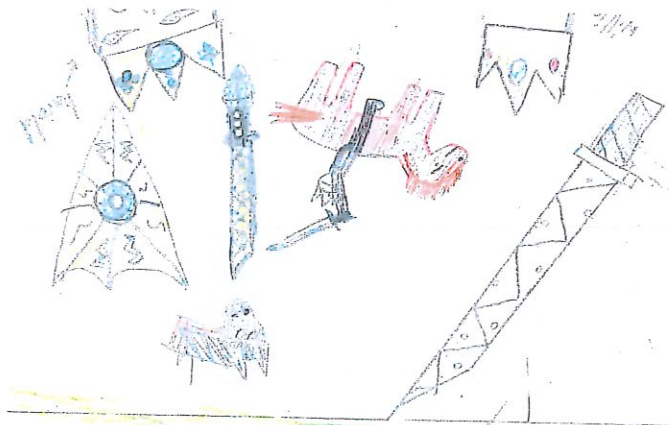
KEY POINTS & FACTS
What do you need to remember?

RESPOND TO FEEDBACK
FURTHER QUESTIONS

WHAT WENT WELL

EBI FEEDBACK
teacher / peer / self

William raised his helmet to show he was
 fighting. Count Eustace carried a banner that
 was possibly given by the Pope. The banner shows
 that the Pope supports William's invasion. The
 Normans got the upper hand of the battle. Harold
 has been showed being killed in two ways, one of
 which getting hacked down by a Norman. The
 other way is him seen plucking an arrow out of
 his eye.



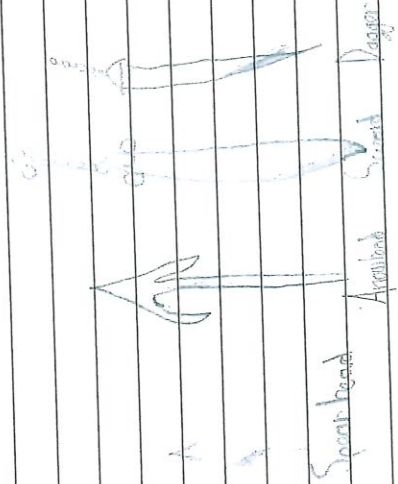
The Normans charge and the Battle of
 Hastings has begun. The air was filled with
 arrows and men were lying down dead. The
 English soldiers, who were all on foot, protected themselves with
 a wall of shields. The Normans attack both sides.
 The lower border of tapestry is filled dead and
 injured soldiers.

7.2.19

LO: To understand the Iron age

Where does Iron come from?

Iron ores are minerals and rocks from which Iron can be extracted. Back in the Iron age, iron was extracted ~~extracted~~ by a process known as 'smelting'. ~~it~~ using a charcoalled-gird furnace. The iron ore and charcoal were put into a hot furnace which melted the waste material in the rock, leaving the iron behind in a big lump known as 'blooms'. The iron could be then heated and hammered into shape.



LO: To understand our stone heritage

It took quite a while for us to get there but we got it in the end. First we had our shoe snack. but then we p
bags into a trolley and walked along road & fields
When we first looked at the stones I was grossed in as to
because how on earth did they get there. We took
of photos. Then we had lunch when we got our bag
After lunch we played all sorts of games like tag, stick
etc. Next we saw a wagon with a big stone in which
to pull. It turned out that it was bolted to the ground
they cheated! Would you want to be cheated into the
you actually could pull it? Next we visited Ned
houses. Then we visited the museum for more

CHECK LIST

Remember to double check your work.

Accuracy ☐

Spelling ☐

Grammar ☐

Date / /

KEY WORDS

KEY POINTS & FACTS What do you need to remember?

RESPOND TO FEEDBACK FURTHER QUESTIONS

WHAT WENT WELL

EBI FEEDBACK Teacher / peer / self

Year 6

Introduction and chronology

LO: What is chronological order?

L.O: To identify key terms for evidence and recognise different types of evidence.

L O: To identify the definition of **bias** and how it is used in History.

World War II

LO: To find out what we already know about WWII

L.O.: Recap on the causes of WWII

LO: The role of women in WWII

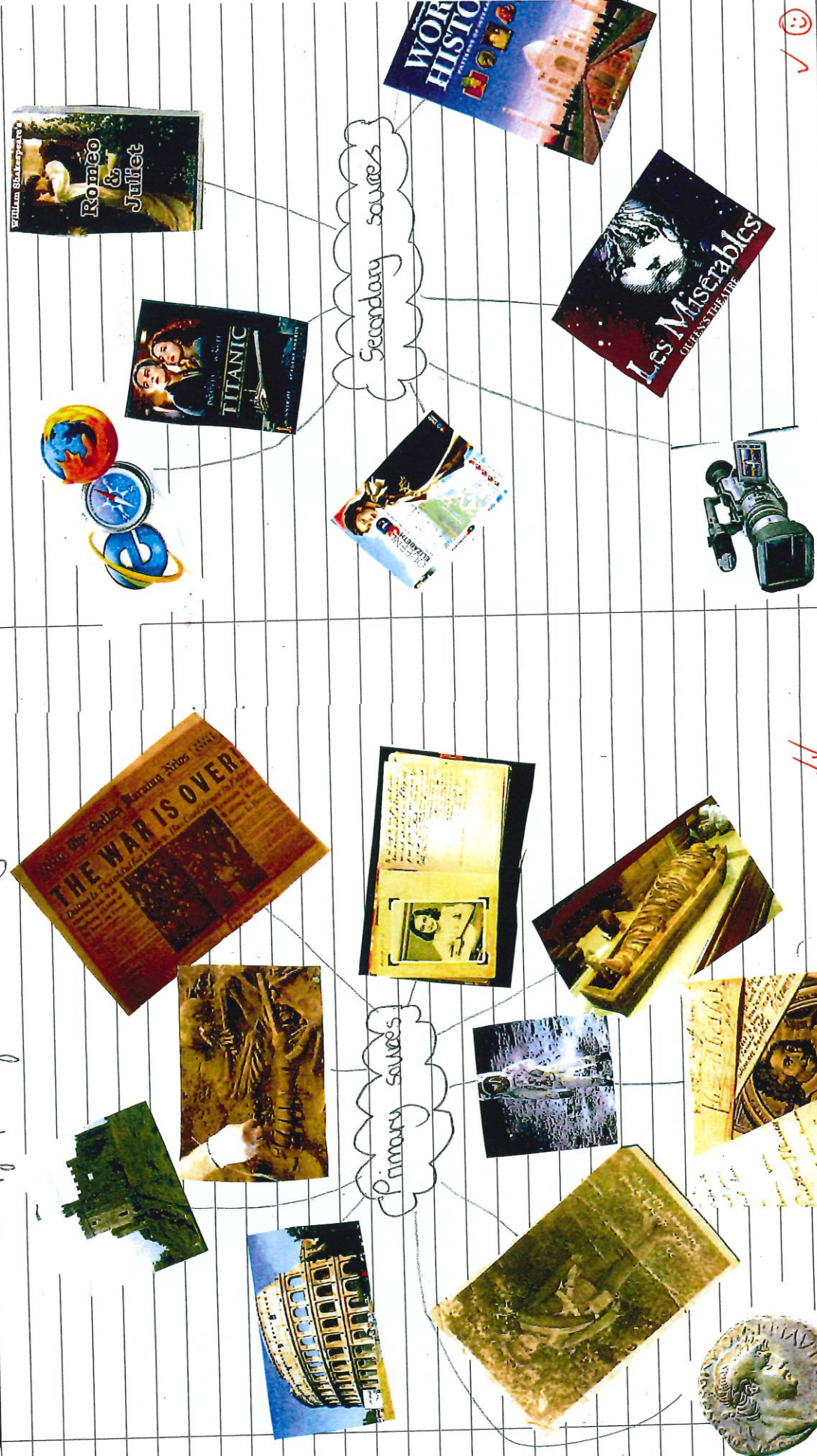
LO: To understand what propaganda posters were used for during WW2

L.O: Develop empathy for the population living through the Blitz during WW2.

LO: To be able to use visual sources to determine key facts about the 'blackouts that took place during WW2.

L.O: Identify & describe reasons for and results of historical events.

14.05.19 10: To identify primary and secondary evidence.



EBI FEEDBACK
teacher / peer / self

WHAT WENT WELL

RESPOND TO FEEDBACK
FURTHER QUESTIONS

KEY POINTS
What do you need to remember?

KEY WORDS

CHECK LIST
Remember to double check your work.

Accuracy	<input type="checkbox"/>
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103.10. LO: To understand what propaganda posters were used for during WW1



This poster means to stay calm and carry on what your doing even if it's a really bad time.



This poster means to make do with what you have got and not to buy new things if they brake.

reak x 3 break break break.



It is telling you to not keep your children in London because it is very dangerous for them so they need to be sent to the other country.

Why is dangerous in London? because that's where most of the bombing happened as well as the blitz.



It is telling the women they need to replace the jobs in factories and because most of the men were at war.



This is telling you to dig up all of your flowers and plant your own veg because then that can be unlimited while everything else was rationed.



The more you keep information under your hat



-the safer he'll be under his!

CARELESS TALK COSTS LIVES

This is saying not say anything to anyone about the war in the open side.

Poppy, you have used very hard and control so well.

2 marks

Year 7 History

Introduction and Biographies

L O: To reflect on my successes in history so far.
Begin to recognise how I can move forward and apply key historical skills in my work.

L O: To identify pieces of evidence and begin to analyse what they might suggest about people.

LO: To evaluate evidence. (Tolland Man)

LO: To understand the life and achievements of a key individual.

LO: To compare two styles of biography writing. (John Lennon)

LO: To identify celebrities using extracts from their biography.

L. O.: To identify the best ways to research in history and recognise what is contained in a biography.

Ancient civilizations – A Comparison

Egyptians

LO: To recognise the significance of the Rosetta Stone in helping us understand the Egyptian use of language.

LO: To identify the process of mummification and the ways in which discoveries have helped us in today's society.

Incas

L O: To identify key aspects of life in the Incan times and to justify why it's significant.

LO: Discuss the similarities and differences between the Ancient Egyptians and the Incas.

Middle Ages

L O: To work in groups and produce an election campaign for the three claims to the throne.

LO: To evaluate key evidence in the Battle of Stamford Bridge.

Hastings= notebook

LO: To be able to convert dates to centuries. To be able to explain what a Motte and Bailey castle looked like.

LO: Defending a Castle

LO: To identify methods that were used to break down stone castles in medieval times.

L O: To identify and begin to assess the significance of changes of castles throughout 1066 and onwards.

L O: To identify how symbols were used on coats of arms and the use of heraldry in medieval times.

LO: The Feudal System

L O: To analyse and identify what the Domesday Book tells us about medieval life.

LO: What was it like for medieval monks and nuns?

LO: To understand why the church was important in medieval times/To know what people thought hell was like and why it scared them.

LO: Who was responsible for the murder of Thomas Becket?

LO: Describe different types of medieval entertainment/Explain the difference between medieval and modern day entertainment.

L O: To understand why medieval towns developed and what life was like in medieval towns.

LO: To discover what food was available in the Middle Ages.

LO: ROBIN HOOD: FACT OR FICTION?

LO: To identify the range of ideas and causes of the Black Death
To consider the impact the Black Death had on Europe and assess its rapid growth.

L O: Identifying symptoms of the Black Death and recognising what people thought might cure them.

LO: To demonstrate our learning about the Black Death in a piece of creative writing.

LO: To be able to describe, explain and analyse crime and punishment in medieval times.

Theme Parks

Reformation

L O: To practice identifying relevant information from a variety of sources/To begin to think about which of Henry's wives were most significant to Henry and had a big impact on his reign as King.

LO: To identify further reasons behind Henry's split with the Catholic church/To analyse and begin to categorise these reasons and to assess their significance.

L O: To identify the main differences between the two churches/To demonstrate empathy of one of the churches feelings towards the others.

Mae Jemison: Space Star

Have you ever dreamed of flying freely through outer space, surrounded by a sea of stars? Mae Jemison fulfilled that dream. On September 1992, aboard the spaceship *Endeavour*, she became the first African American woman to blast into outer space. This wasn't the only time however, that Jemison had reached for the stars and realised her dreams.

Jemison was born on October 17, 1956, in Decatur, Alabama, but she grew up in Chicago, Illinois. There weren't many well-known African-American female role models while she was growing up, but she didn't let that stop her from achieving her goals.

She was especially interested in anthropology (the study of mankind), archaeology (history) and astronomy (space). Luckily, her parents encouraged those interests. That encouragement drove her to success. She graduated from high school at only 16! Then she earned degrees in chemical engineering and African-American studies at Stanford University. Later, she graduated from Cornell University's medical school. No challenge was too great for Jemison to take on.

Jemison's accomplishments did not end there. In 1981, she joined the space program in Houston, Texas. A few years later in 1988, Jemison realised her biggest dream: She finally became an astronaut! Just years later, she was named 'Science Mission Specialist' (another NASA first) on an *Endeavour* flight. Neil Armstrong quoted "I am so proud of Mae. She well and truly deserves this magnificent achievement for her hard work in science."

Today, Jemison encourages young people—especially women and girls—to study science. Her life example teaches us to follow our dreams, no matter how great they might seem.

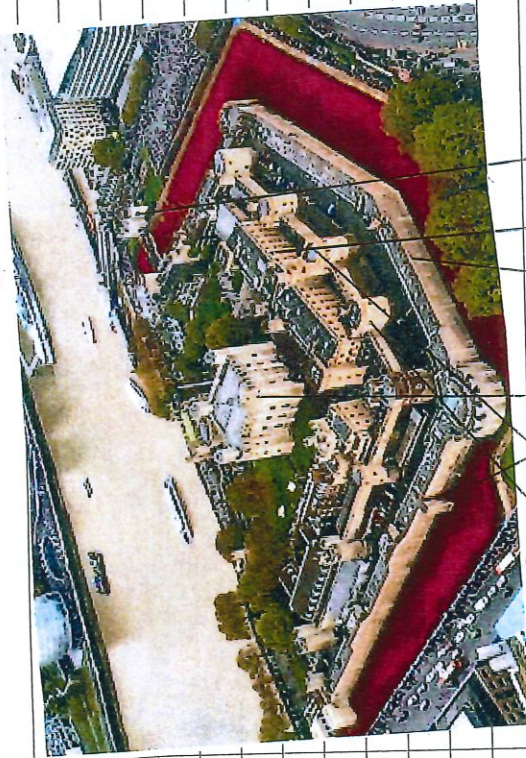
- 3rd person
- Life events in order of date
- catchy intro / 5 W's
- Quotes from others about what they think
- Past tense

Increased use of Historical vocabulary

Objectives	Target Achieved
I can give an opinion on who killed the Tollund Man.	
I can use & reference specific evidence to justify my answer.	
I can use appropriate terminology and identify the different types of evidence as well as whether they are primary and secondary sources.	
I can use S.P.A.G to create a well-structured answer.	
<p>Improvements to be made: Good report but next time try and go into a little more detail and write some more. You should identify the types of evidence even more. I liked the interview with 'Bill Nye' well done.</p>	



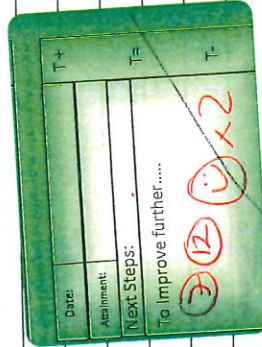
Stone Castles



- Round Towers
- Merlons & crenels
- Keep
- Bailey
- Drawbridge
- Moat
- Curtain wall

Ⓜ Which defensive feature worked best in your opinion? Why?

I think the moat worked best to keep people out - they couldn't get into/ across the moat into the castle



CHECK LIST

Remember to double check your work.

- Accuracy ☐
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- Grammar ☐
- Date / /



KEY WORDS



KEY POINTS & FACTS

What do you need to remember?



RESPOND TO FEEDBACK & FURTHER QUESTIONS



WHAT WE DID WELL

Your work was seen by:

Mrs Griffiths



FEEDBACK

Teacher / peer / self

Thank you so much for sharing your learning with us, a very enjoyable experience.

Please have a merit and ask your tutor to sign it off

Names	Advantages	Disadvantages	How it
Spear	• Easy to use	• Break easily	• Stab p
Climbing the walls	• You can get inside the castle	• You could get killed whilst climbing the wall	• You climb the castle
Arrows	• Short from far away	• Don't always hit target	• Bow + A
Seige tower	• You can get in the castle (over walls)	• Can't be used on rough terrain	• Always c
Battering ram	• Break a hole in the castle wall	• Could be burnt down (it was made of wood)	• Hit it a
Bribery	• Doesn't take effort	• Could be a trap (trust?)	• castle
Laying siege	• Effective way of protesting	• Had to wait for ages	• Give a
		and could be shot from inside	• Stand

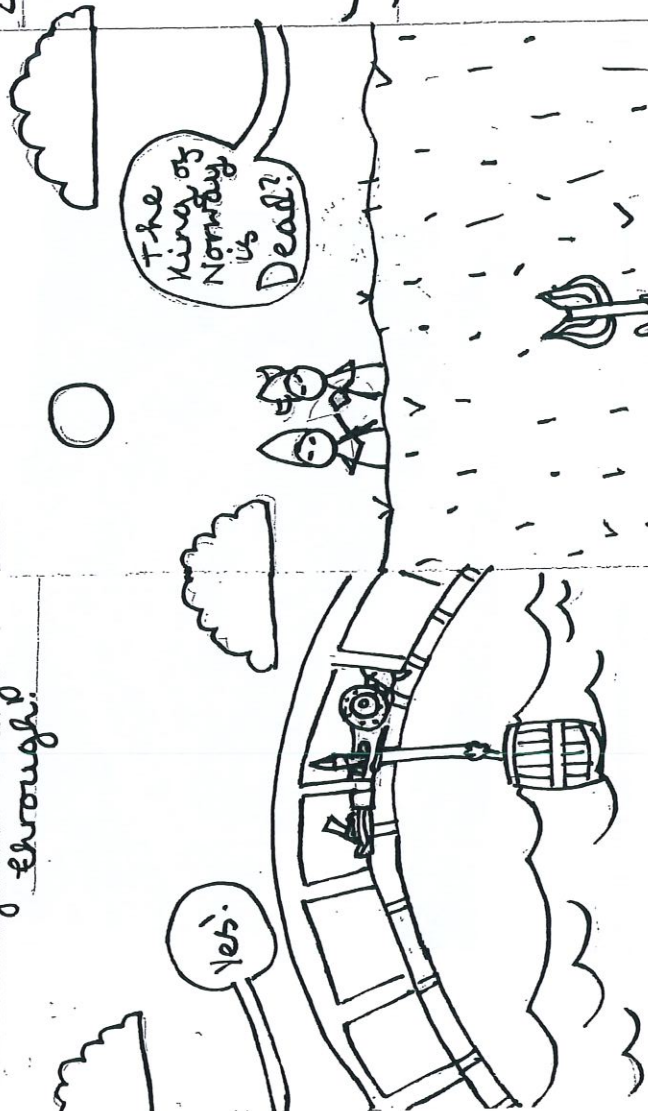
THE Battle OF STAMFORD BRIDGE

by Mabitda Conway
The plan works and
the English can get
through.

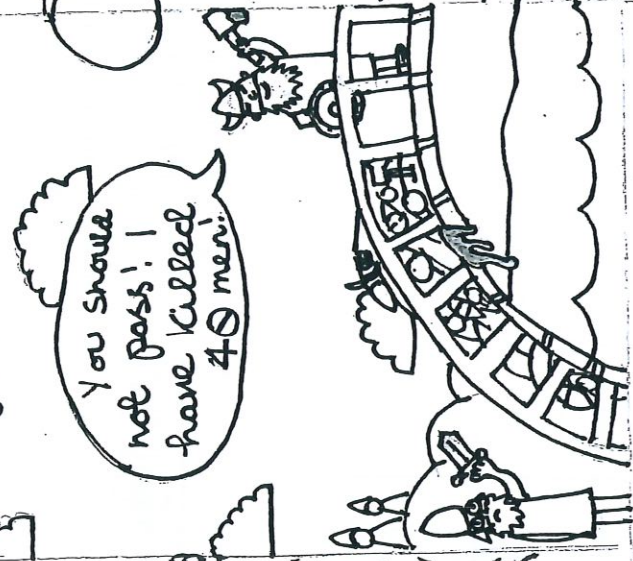
King Harold is there in
the early morning. Most
Harold's army do not have
these armor.



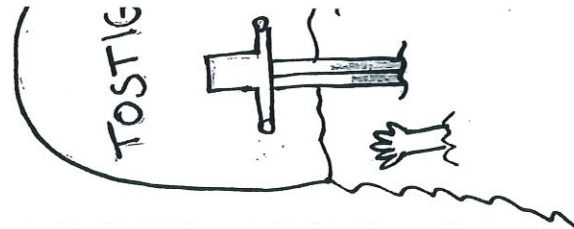
Harolda and Tostig
are killed.



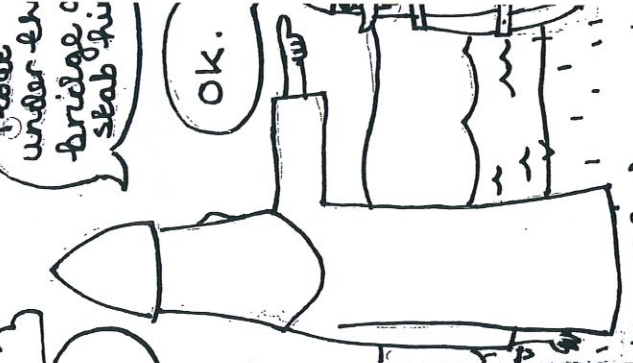
Harolda army is
gaining control. A brave
Viking guards the bridge.



Harold is the winner -
Harold's fleet only needs
4 boats to go home!



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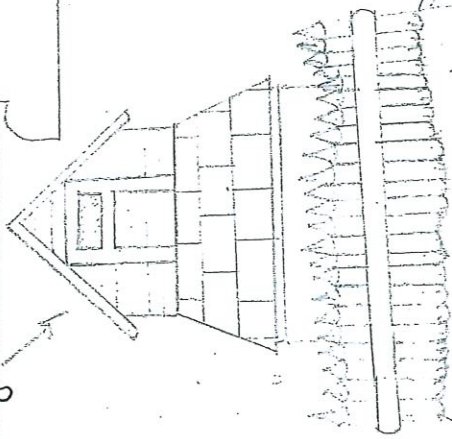
Harold's army is
gaining control. A brave
Viking guards the bridge.

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Thursday 24th January 2019

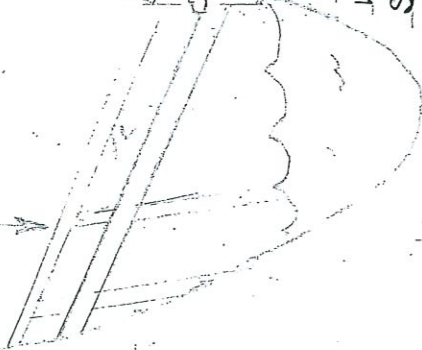
L.O: To be able to convert dates to centuries.
L.O: To be able to explain what a Motte and bailey castle looked like.

The Keep is the tallest and highest part of the castle. The line of defence.

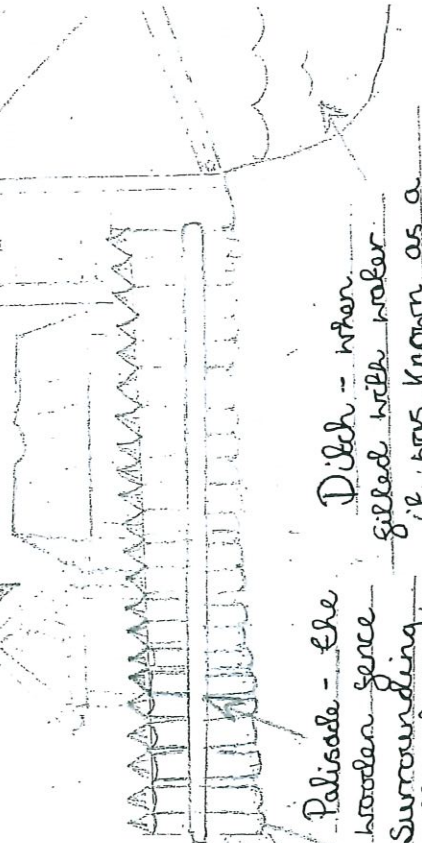


Motte - usually built by the local English people. About 15 metres high.

Wooden bridge - this led from the bailey to the stairs climbing the motte.



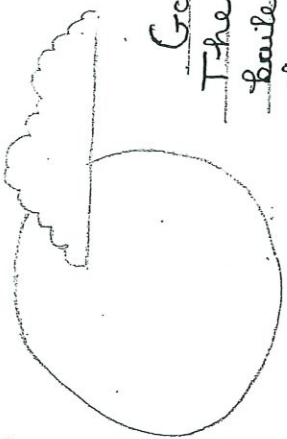
The Bailey - a large yard with stone rooms, kitchens, stables and guardrooms.



Palisade - the wooden fence surrounding the bailey.

Ditch - when filled with water it was known as a moat.

Gateway and drawbridge - the entrance to the bailey guarded by the baron's soldiers.



	<u>Discuss the similarities and differences between the Ancient Egyptians and the Incas. (10 marks)</u>	
	<u>Self</u>	
	Objective	Achieved?
	I can write good factual sentences about each civilization and their way of life.	
	I can write good factual paragraphs about each civilization and their way of life. .	
	I can highlight ways in which they are the same as each other and begin to demonstrate some differences.	
	I have written a well-structured answer as to how each civilization lived and in turn have mentioned a variety of similarities and differences.	
	I have begun to evaluate the most significant similarities and differences between the civilizations.	
	They have checked their S.P.A.G on key words.	
<i>To improve further you should...</i>		

Increased use of Historical vocabulary

	<u>Attacking a Castle Diary Entry</u>	
	Objective	Teacher
	Pupils can write in paragraphs that demonstrate some knowledge of weapons and actions involved in the attacking of a castle.	
	Pupils can clearly show recognition of historical facts when writing about the attacking of a castle using more than one piece of evidence. They are able to show some empathy in their work.	
	Pupils can clearly demonstrate empathy in their writing as well as including detailed historical information about weapons used and tactics employed to attack castles using a variety of evidence .	
	Pupils can produce a piece of work that fully explains and begins to evaluate the strongest tactics in attacking a castle and this is clearly demonstrated through their historical accuracy and creative writing .	
	They can use historical vocabulary/ key words to demonstrate understanding.	
	They have checked their S.P.A.G	
<i>To improve further you should...</i>		

Reformation Topic (2/2) Continued from end of Year 7...

LO: To investigate how the Protestant and Catholic churches were different in appearance?

LO: To reflect on how Henry managed to gain power from the Catholics and benefit his own cause.

LO: To investigate why people didn't believe Edward had much power.

LO: To identify why Mary was an unpopular Queen and whether or not she deserved the nickname.

LO: To discuss why Elizabeth had to use portraits to demonstrate her power and the use of hidden symbols within.

LO: To recognise the challenges she faced when she took the throne.

Industrial Revolution 1750-1900

LO: To reflect on the most significant changes in Britain between 1750-1900.

LO: To reflect on how and why the population increased significantly between this period.

LO: To explore the quality of life for people living in these urban areas during the Industrial Revolution.

LO: To explore the use of children to work in factories.

World War 1

LO: To understand who was involved in World War 1 and the trigger event to war.

LO: To understand the dynamics of power within Europe in the late 19th century and who was at an advantage to win the war.

LO: To analyse and evaluate the short and long term causes of WW1.

LO: To evaluate the impact of propaganda in getting men to sign up in 1914.

LO: To recognise and reflect on the impact of life in the trenches for soldiers.

LO: To evaluate which weapons were the most significant in World War 1.

LO: To identify the relevance of the posthumous pardons in 2006.

LO: To determine the most significant impacts of the Treaty of Versailles.

LO: To evaluate the consequences of the war and whether or not it should be known as the 'Great War'.

Transatlantic Slave Trade

LO: To identify how slavery fitted in to a bigger economic system.

LO: To determine what it was like for slaves aboard the middle passage.

LO: To recognise the ways in which Bristol was established for success during the slave trade,

LO: To describe and explain the process of slave auctions both on the ships and the towns.

LO: To establish the routines of a day in the life of a slave.

LO: To evaluate why slavery ended why it did and the key individuals involved.

Civil Rights

LO: To discuss the racist attitudes within the USA during the 1900s.

LO: To identify the significance of Martin Luther King to the civil rights movement.

Medicine (GCSE Taster Lessons)

LO: To determine the significant changes to surgery in the 19th century.

LO: To solve why people were made ill in British towns at the turn of the 20th century.

LO: To evaluate methods of prehistoric medicine.

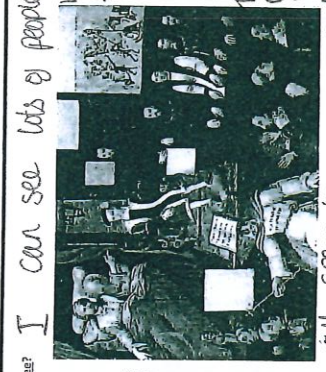
LO: To reflect on the methods used by Ancient Egyptians within the field of medicine.

Thursday 27 September 2018

Homework. Wednesday 26th September 2018

I am on the Protestant side because I believe that celebrating God does not need money jewels or rich clothing. If God is real, he would like people to think of him normally because he is modest. He created us and it's a ridiculous idea to write his bible in Latin where only the priest can read it. The Protestant's actually work hard to earn money and clothes but alot of the money from taxes goes to the Catholics just because King Henry VIII is Catholic. I think that the Catholics are cruel because they have people pay their priests to be forgiven for their sins and we believe everyone deserves a second chance. Every person on this Earth is bound to make a mistake but we help them correct it. Our crosses are simple and explain exactly what their supposed to be like. Our clothing is simple to show God that we care and don't worry our selves to please him because he is proud of us anywhere.

What Can I Infer? I think it is King Henry's son on a throne and he is being crowded into a king's bed. Because they are well by and by their clothes-attire. King Henry is dying.



What Can I See? There is a young man in a throne. I can see lots of people worshipping him. They all seem to be looking at the king. and by their clothes-attire. King Henry is dying.

<p>CHECK LIST</p> <p>Remember to double check your work.</p> <p>Accuracy <input type="checkbox"/></p> <p>Spelling <input type="checkbox"/></p> <p>Grammar <input type="checkbox"/></p> <p>Date / /</p>	<p>KEY WORDS</p> <p>What do you need to remember?</p>	<p>KEY POINTS & FACTS</p>	<p>RESPOND TO FEEDBACK</p> <p>FURTHER QUESTIONS</p>	<p>WHAT WENT WELL</p>	<p>EBI FEEDBACK</p> <p>Teacher / peer / self</p>
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Monday 8th October 2018

"Bloody Mary" or misunderstood?

I believe that Mary was misunderstood. She did kill a lot of Protestants but so did royalty. She had a very hard life because her father (King Henry VIII) would not notice her because she was a girl. He had divorced her mother because Mary, imagine how Mary felt! Jane was her favourite and she was also kind to Mary but she soon died because of a son, Edward. This made Mary quite depressed. Mary was declared illegitimate because she was supposed to be the "princess" and all of her lands in Wales were sent away. She would also suffer from a bad illness due to which would cause her to be bad depressed. Her depression would be one reason that Henry was so disappointed in her.

When she was crowned queen, people thought she was weak because she didn't have a lot of many followers, causing more people to turn away from her. She then decided to marry Philip of Spain whom she

Upon her ascension to the throne, and throughout her reign, Mary encountered a great deal of opposition.

Marriage

Mary is unmarried when she becomes Queen and, as a woman, is in a weak position. She decides to marry Philip of Spain, the Emperor Charles V's son, against the advice of many at court. The English people are annoyed - fears that Spain will take over the country arise, and the union is seen as a costly one. The Wyatt's rebellion ensues which, though unsuccessful, demonstrates the extent of unrest among her subjects. Philip involves England in a war with France in which Calais, England's last possession from the 100 years war, is lost. Mary cannot conceive a child so she has no heir, and Philip has a string of affairs. The marriage brings her nothing but unhappiness and unpopularity.

Religion

Mary is a devout Catholic and is determined to restore England to its original faith, so she pushes the 'Restoration'. She repeals various Protestant acts and laws passed by Henry VIII and Edward VI. The Pope is given authority over the Church in England once again. However due to strong resistance, Mary finally unleashes her wrath on Protestant preachers and supporters. Several of England's most prominent bishops are burnt at the stake as heretics, including Archbishop Thomas Cranmer (who secured Henry's divorce and pushed the Reformation). Over 300 Protestants are killed, and another 800 flee to Germany and Switzerland. The burnings and persecution earn Mary the hatred of her subjects and the title 'Bloody Mary'.

Mary dies in 1558 at the age of forty-two—alienated and lonely, despised by her husband, and hated by her own people. Did she deserve this cruel fate?

WHAT WENT WELL

Date: _____

Attainment: _____

Next Steps: _____

To improve further....

8 4

RESPOND TO FEEDBACK

FURTHER QUESTIONS

KEY POINTS

What do I need to remember?

KEY WORDS

CHILL LIST

Remember to double check your work.

Accuracy ☐

Spelling ☐

Grammar ☐

Date / /

Monday 17th December 2018.

Life in the trenches.

In the trenches, the men would be walking in mud and water up to their knees! They would bury their dead in the ground and walls of the trenches so it would smell of decomposing bodies and rats. The bodies would burst because they were exposed to the sun for several days, this would attract rats. It was incredibly rare that they would be able to wash and shave because they didn't have clean water. Many of the soldiers would be starving because all they would live on was tea and dog biscuits, if they were lucky they would have bread once a week. They would have to eat whilst dealing with the horrid water and rotting flesh. Sometimes the soldiers would get trench foot which would leave a soldier screaming in the night. They would sometimes have to remove the foot. They also used whale oil to heat

Report

The soldiers in these trenches are miserable. They are starving and cold. Many are suffering from an illness 'trenchfoot'. This is a horrible problem they have been walking in mud water all day until they get and trenchfoot. All these soldiers eating dog biscuits and occasional meat. All they have to drink is this must stop.



Your work was seen by:

Mrs Griffiths

Thank you so much for sharing your learning with us, a very enjoyable experience. Please have a merit and ask your tutor to sign it off



Remember to double check your work.

Accuracy ☐ Spelling ☐ Grammar ☐



KEY WORDS



KEY POINTS What do you need to remember?



RESPOND TO FEEDBACK FURTHER QUESTIONS



WHAT WENT WELL



EBI FEEDBACK Teacher / peer

3 x 3

Monday 10th December 2018.

Pals Battalions:

Objectives: Explain what a **pals battalion** is, suggest why men joined up to fight in these battalions, judge whether pals battalions were a good or bad idea.

Question 1.

a. **When** was the first pals battalion set up and **who** was it set up by?

- The first Pals battalion was created on the 28th August 1914.
- Lord Derby created the first pals battalions.

b. Name **2** pals battalions.

- One of the pals battalion was footballers.
- Another pals battalion was Tyneside Irish.

Question 2.

a. Which **battalion** is mentioned in the

source?

- In the source, the Accrington pals are mentioned.

b. How many men would have to join pals battalion for it to be at full strength?

- For it to be at full strength, 1000 had to join.

c. Is **Source D** useful for informing us pals battalion? Is it a **reliable** source of information?

- Source D is helpful because it includes when it started and how it was created.
- Source D is reliable because it was written by a newspaper, the BBC.

Question 3.

a. What happened to the **Accrington and Pals** at the battle of the Somme?

- In the battle of the Somme, 750 of the Accrington Pals died and 584 of 720 from the Leeds battalion died.

CHECK LIST		KEY WORDS	KEY POINTS & FACTS remember?	RESPOND TO FEEDBACK FURTHER QUESTIONS	WHAT WENT WELL	FEEDBACK
<input checked="" type="checkbox"/>	Remember to double check your work.					
<input checked="" type="checkbox"/>	Accuracy					
<input checked="" type="checkbox"/>	Spelling					
<input checked="" type="checkbox"/>	Grammar					
To improve further.....						

10th April 1474

We were informed today that we were close to our destination, I gave a sigh of relief but then I started thinking 'what was next?'

Thursday 25th April 2019

Code cracker

1. Slavery 2. Bristol 3. Industry

4. Shipbuilding 5. port city

23.15.18.11 - Work

Why was Bristol so successful during the slave trade?

After 1645, 10,000 white volunteers and over 3,000 convicts were sent to plantations in the Americas to work.	Many of Bristol's wealthiest merchants owned plantations in the West Indies that produced both sugar and tobacco.	Bristol was situated on the Severn Estuary, and had already developed a major port.	However, merchants in Bristol soon began to trade slaves illegally.
Bristol was positioned on the west coast of England, allowing easier access to the West Indies and the Americas.	Slaves could originally only be captured legally from London and under guidance from The Royal African Company.	Bristol was a major exit point for these people and between 1645 and 1680 over 10,000 people were said to have been transported across.	There were a lot of insurance companies set up there, which helped with the protection of large, expensive cargo.
Bristol had already established a good shipbuilding industry.	Bristol had a good trade relationship with Portugal, which was the first major colony to begin the trading of slaves.	There was already a strong sugar refinery production line present in Bristol.	Bristol was already involved in colonial (?) trade of products such as cod, log wood, furs and specifically tobacco and sugar.
Bristol was a place that had a lot of wealth and prosperity in its business potential, so only these wealthy could invest in such large scale operations.	It had a well known reputation for constructing high quality glassware.	Voyages were expensive as they lasted for over two years and needed huge financial backing to run.	It offered a natural gateway to the South and Western Midlands of England.



CHECK LIST

Remember to check your work

Accuracy

Spelling

Grammar

Categories

Wealth

Transport

Geography

Trade

	History <u>How was Britain different between 1750 and 1900?</u>	
	Objective	Achieved?
	I can write about what Britain was like in both of these times.	
	I have begun to analyse and compare or contrast the changes during this period of 150 years.	
	I have used my opinion to assess the significance of these changes and given reasons	
	I have achieved the #challenge section of my chosen task.	
	I can use correct key words to enhance my writing.	
	I have used correct S.P.A.G	
What could I do to improve my work next time?		
Improvements made:		

Increased use of Historical vocabulary



	History: World War 1 Teaching Sheets	
	Objective	Teacher assessed
	Pupils have used the correct terminology in describing and discussing their chosen aspect of combat.	
	Pupils have clearly shown an understanding of how the combat method aided the final outcome to WW1.	
	Pupils were able to combine this understanding with creating a series of challenges & tasks for the reader.	
	Pupils displayed clear application of independent learning from lessons in creating a series of more challenging tasks .	
	Pupil's teaching sheets focused on the impact of the combat element both in long and short term as well as the key words and essential information.	
	S.P.A.G. Spelling, Punctuation and Grammar	
Next Steps	<div>Attainment</div> <div>What R.A.G. would I give myself?</div>	

Increased use of correct Historical Terminology

	<u>Conditions Aboard the Middle Passage:</u>	
	Objective	Peer
	I can write at least two paragraphs that give details about conditions on board the middle passage.	
	I can select and combine evidence to give details of the conditions on board the middle passage.	
	I can use quotes/ interviews with crew members/ slaves to demonstrate some empathy towards how people felt about the middle passage journey.	
	I can clearly demonstrate empathy and creatively show awareness of the moral implications of people's actions, including both the slaves and the crew members.	
	They have used developed and sophisticated historical language and key words.	
	They have checked their S.P.A.G	
To improve further...		

