History

Guidance for Key Stages 2 and 3

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Audience
Teachers at Key Stages 2 and 3; local authorities; regional consortia; tutors in initial teacher training; and others with an interest in continuing professional development.

Overview
These materials provide key messages for planning learning and teaching in history. They include profiles of learners' work to exemplify the standards set out in the level descriptions and illustrate how to use level descriptions to make best-fit judgements at the end of Key Stage 3.

Action required
To review learning plans and activities at Key Stages 2 and 3, and to prepare to make judgements at the end of Key Stage 3.

Further information
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Additional copies
This document can be accessed from the Learning Wales website at gov.wales/learning

Related documents
History in the National Curriculum for Wales; Skills framework for 3 to 19-year-olds in Wales; Making the most of learning: Implementing the revised curriculum; Ensuring consistency in teacher assessment: Guidance for Key Stages 2 and 3 (Welsh Assembly Government, 2008)

This guidance is also available in Welsh.

Contents

Introduction

The programmes of study set out the opportunities that learners should be given at each key stage and provide the basis from which you, as a teacher, can plan learning and teaching. They are divided into two sections, Skills and Range. The Skills section lists the skills to be developed in a subject and the Range section comprises the opportunities and contexts through which these skills should be developed and consolidated.

Ongoing formative assessment – assessment **for** learning – lies at the heart of good teaching. Through the assessments that you make in the course of your teaching, you will build up an extensive knowledge of your learners' strengths, as well as the areas that need further development, and you will use this knowledge to help you plan for the next steps in their learning. Learners will also gain understanding of specific learning goals and the associated success criteria so that, supported by you, they can develop their capacity for self-assessment and peer assessment. In this way, they can establish their current position, set and move towards targets, and discover if and when the targets have been reached. Individual targets are linked to improving the quality of a learner's work, as highlighted through formative feedback, and are therefore linked to success criteria for specific tasks. Level descriptions do not make effective targets as these describe attainment across the breadth of the programme of study at the end of a key stage.

Level descriptions can help to inform your planning, teaching and assessment at Key Stages 2 and 3 by indicating expectations at particular levels and progression in the subject. Evidence from assessment for learning will indicate where more time is needed to consolidate learning and when learners are ready to move on. You may wish to keep some evidence so that you can discuss a learner's work and progress with them and/or with colleagues or parents/guardians. However, there is no statutory requirement to keep unnecessarily complex records or detailed evidence on every learner.

The essential function of level descriptions is to help you make rounded summative judgements at the end of Key Stage 3 about a learner's overall performance. Level descriptions are designed neither to be used to 'level' individual pieces of work nor for the production of half-termly or termly data. It is only by the end of the key stage that you will have built up sufficient knowledge about a learner's performance across a range of work, and in a variety of contexts, to enable you to make a judgement in relation to the level descriptions.

It may be that some learners will be more advanced in some aspects of the work than in others, and that no one level description provides an exact fit. That is to be expected, and the range of individual learners' work included in these materials illustrates the making of best-fit judgements under those circumstances. Many schools/departments have found it helpful to develop their own learner profiles to support moderation of end of key stage judgements. These profiles also help to maintain a common understanding of standards when they are reviewed annually and refreshed when necessary.

When making judgements at the end of Key Stage 3, you should decide which level description **best fits** a learner's performance. The aim is for a rounded judgement that:

- is based on your knowledge of how the learner performs across a range of contexts

- takes into account different strengths and areas for development in that learner's performance

- is checked against adjacent level descriptions to ensure that the level judged to be the most appropriate is the closest overall match to the learner's performance in the attainment target.

National curriculum outcomes have been written for learners working below Level 1. These are non-statutory and guidance on their use is planned.

Using these materials

This booklet is divided into four sections.

Section 1   highlights key messages for learning and teaching in history.

Section 2   highlights expectations and progression in history.

Section 3   contains a series of Key Stage 2 learner profiles. These are designed to show the characteristics of the level descriptions.

Section 4   contains a series of Key Stage 3 learner profiles. These are designed to show the use of the level descriptions in coming to judgements about a learner's overall performance at the end of the key stage.

This booklet is for reference when you wish to:

• review your learning plans and activities

• consider the standards set out in the revised history Order

• work with other teachers to reach a shared understanding of the level descriptions

• prepare to make judgements at the end of the key stage

• develop your own learner profiles

• support transition from Key Stage 2 to Key Stage 3.

For ease of reference, the level descriptions are included in a leaflet with this booklet.

A CD-ROM is also included with this booklet. It contains a PDF version of *History in the National Curriculum for Wales, Skills framework for 3 to 19-year-olds in Wales* and this guidance.

This guidance is part of a series of materials that will help teachers at Key Stages 2 and 3 to implement the revised curriculum and its associated assessment arrangements. The series includes:

• *Making the most of learning: Implementing the revised curriculum* – overview guidance on implementing the new curriculum

• *Skills framework for 3 to 19-year-olds in Wales* – which includes guidance about progression in skills

• *Ensuring consistency in teacher assessment: Guidance for Key Stages 2 and 3*

• *A curriculum for all learners: Guidance to support teachers of learners with additional learning needs*

• specific guidance for all national curriculum subjects, personal and social education, careers and the world of work, and religious education.

Section 1

Key messages for learning and teaching in history

The focus of this section is to help you plan for the teaching of the revised programmes of study to be relevant and motivating for each learner, i.e. to be learner-centred. You should plan to provide opportunities for learners to develop skills through a breadth of historical contexts, which are identified under the heading Range. You should use Skills and Range as a flexible framework from which it is possible to select contexts and develop activities that will be relevant and motivating for learners.

Developing a Skills focus

The revised programmes of study offer learners and teachers a focus on learning skills, woven throughout each programme of study and linking both with the non-statutory *Skills framework for 3 to 19-year-olds in Wales* and with the historical skills themselves.

The revisions to the programmes of study in history offer:

- opportunities to adopt an investigative approach, making independent enquiry central to learning and teaching

- continuity and progression from 3–14, taking into account the *Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales* (especially the Knowledge and Understanding of the World Area of Learning)

- flexibility in selecting appropriate and relevant contexts within which to develop skills

- opportunities to link with other subjects, such as geography, ICT, mathematics, music, RE, English and Welsh, as well as with PSE.

Your scheme of work should ensure that learners have opportunities to develop, practise and apply the five subject-specific skills identified in the programme of study for history. Progress in Chronological awareness, Historical knowledge and understanding, Interpretations of history, Historical enquiry and Organisation and communication should structure your planning, so that your pupils are able to develop skills for life through a relevant and realistic experience of history.

- Which historical skill(s) from the programme of study is/are the focus of this activity?

- What is the purpose of this activity? Does it introduce a new skill, consolidate a skill or apply and extend a skill?

- Have I planned sequences of activities that enable learners to develop these skills?
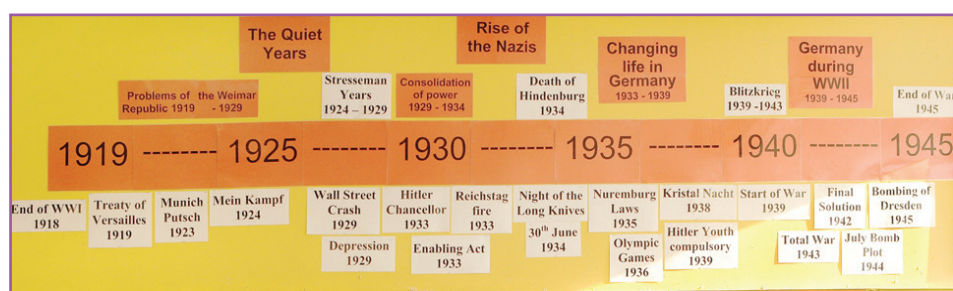
A scheme of work is more likely to support the development of a range of skills if it offers learners opportunities to:

- work practically, taking a 'hands-on' approach, building on personal experience and investigating proactively

- work in a variety of settings – individually, in pairs or groups, in the classroom and outdoors in the school and its locality, and in other settings such as museums and historic sites

- use a wide range of historical sources, representations and interpretations

- use thinking skills to plan, develop and reflect upon their investigations, and think critically and creatively about their history

- use a variety of organisational and communication skills.

Examples of activities offering opportunities for the development of historical skills

- **Involving the learners in developing a class timeline**

A class timeline should be a permanent part of the classroom display, so that it can be referred to easily. It best supports the development of historical skills if the learners are actively involved in choosing the dates and images to be included. Learners can discuss their choice of the images and quotations they feel best characterise the periods and topics they investigate, and as the timeline develops, they can begin to identify changes, and make links and connections with earlier or later periods. Such a timeline can be further enriched by the use of a sequence of artefacts or memorabilia as part of the classroom display. While all timelines help to develop number skills such as calculation and estimation, both of which support chronological awareness, they can also help to develop understanding of the characteristic features of past societies and of similarities and differences between the periods studied.

The Quiet Years — Rise of the Nazis — Changing life in Germany 1933 - 1939 — Germany during WWII

Problems of the Weimar Republic 1919 - 1929 | Stresseman Years 1924 – 1929 | Consolidation of power 1929 - 1934 | Death of Hindenburg 1934 | Blitzkrieg 1939 -1943 | Germany during WWII 1939 - 1945 | End of War 1945

1919 -------- 1925 -------- 1930 -------- 1935 -------- 1940 -------- 1945

End of WWI 1918 | Treaty of Versailles 1919 | Munich Putsch 1923 | Mein Kampf 1924 | Wall Street Crash 1929 | Hitler Chancellor 1933 | Reichstag fire 1933 | Night of the Long Knives 30th June 1934 | Nuremburg Laws 1935 | Kristal Nacht 1938 | Start of War 1939 | Final Solution 1942 | Bombing of Dresden 1945

Depression 1929 | Enabling Act 1933 | Olympic Games 1936 | Hitler Youth compulsory 1939 | Total War 1943 | July Bomb Plot 1944

- **Preparing an individual timeline**

  Learners can also be given opportunities to prepare their own individual timelines, reflecting their knowledge of people, events and changes in the past, and those themes and topics that particularly interest them. An individual timeline is best prepared at the beginning of a key stage, and used and developed in the course of the key stage. It should show the span of time to be studied across the whole key stage, and can form a part of the learner's personal file in history. When they have completed each investigation, learners can choose the images they think are most characteristic of the period, and include these on their timelines. Some learners will need support in developing their own individual timelines.

- **Making appropriate links and connections across the periods and topics studied**

  At Key Stage 2, comparisons should be made between the daily lives of people in the range of contexts investigated. During Key Stage 3, links should be made with the periods and topics investigated at Key Stage 2. The opportunity can also be taken to reflect at the end of each investigation, on the links between it and the previous topics investigated. The use of a timeline and of the key questions in the history Order provide opportunities to structure these links, which will also support the development of thinking skills.
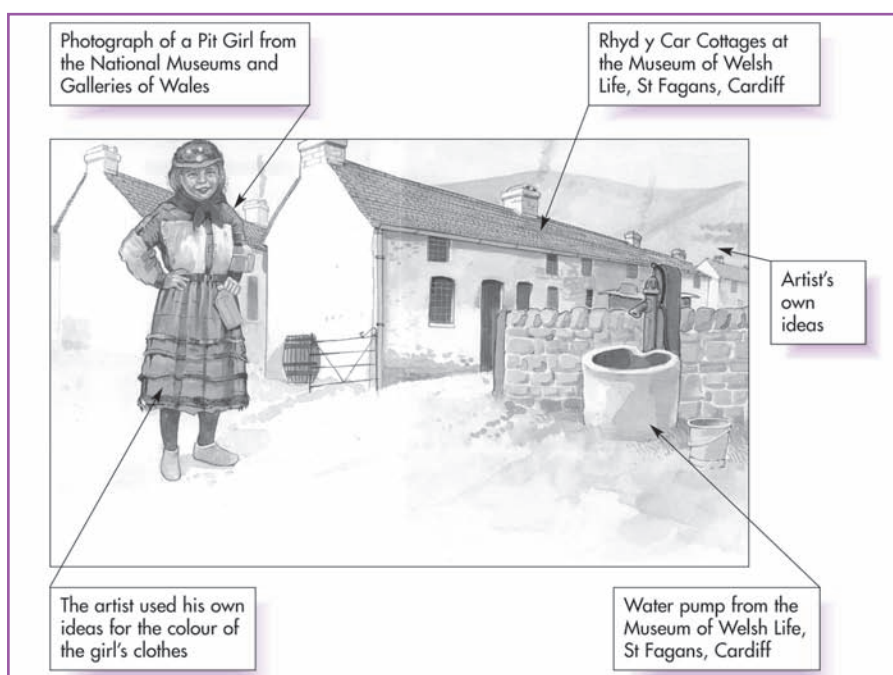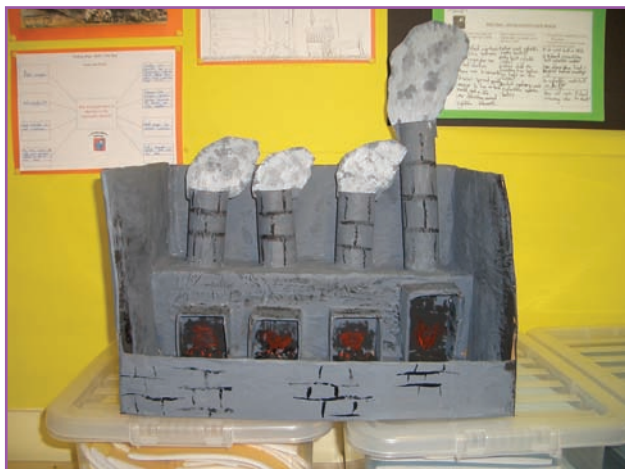
- **Using maps of Britain, Europe and the world**

  These should reflect events, changes and developments in wider contexts than that of Wales and England, and support learners in investigating the links and connections between different parts of the world in the different periods studied.

- **Using a range of different interpretations and representations**

At Key Stage 2 these should be of daily life during the period being studied, and the focus should be on representations of the past. For example, different images and descriptions of houses in that particular period might be used, taken from textbooks, fiction, historical sites and museums, newspapers, film and television, noting the similarities and differences, and investigating some of the contemporary evidence for these. Learners should have a variety of opportunities to develop their understanding that the past is represented in different ways, but that these representations will be based on evidence from the time. During each investigation, pupils should have the opportunity to hear local historians talk about the topic, look at appropriate books written about the topic, and visit a museum that has displays relevant to the period, or watch a DVD or television programme on the topic. They should have the opportunity to use at least some of the sources on which these representations will have been based, including contemporary photographs and other visual images, maps, census returns, trade directories, etc. They should be helped to make links between the contemporary evidence and the later representations, and to think how this evidence has been used to form the representations in question.

Photograph of a Pit Girl from the National Museums and Galleries of Wales

Rhyd y Car Cottages at the Museum of Welsh Life, St Fagans, Cardiff

Artist's own ideas

The artist used his own ideas for the colour of the girl's clothes

Water pump from the Museum of Welsh Life, St Fagans, Cardiff

Artist's reconstruction – from *Optional Assessment Materials for History at Key Stage 2* (ACCAC, 2002).

Key Stage 2 representation of iron furnace.

They can then make their own representations, labelling them to show what evidence they had used. Discussing the differences between their representations, and the reasons for these, is an opportunity to develop learners' understanding of this important aspect of history. Joshua's work in Section 3 provides an example of this activity.

At Key Stage 3 the same activity should focus on the events, people and changes over time that are being investigated, building on the skills and understanding acquired at Key Stage 2. It should also include more challenging written or audiovisual interpretations and representations, and support learners in developing their understanding of the reasons why events, people and changes have been interpreted in different ways. At Key Stage 3, you should help learners to distinguish between contemporary opinions and historical interpretations. Many schools use television programmes or films such as the *Blackadder* series, *Titanic* or *Hedd Wyn* very effectively to develop learners' understanding but you should remember that documentary programmes and textbooks are also interpretations. Interpretations are based on study of both contemporary and later sources, and on considered reflection. True historical interpretations are the product of study. At Key Stage 3, as well as using some contemporary sources as part of their investigation of the topic, learners should have opportunities to look at later interpretations. In investigating the impact of the First World War, for example, the textbooks, reference books, novels and websites used and the films and television programmes watched will provide a range of interpretations, as will museum displays such as those at the Imperial War Museum and the battlefield sites themselves. Contemporary sources such as poetry, letters, postcards and diaries, newspaper and eyewitness accounts, photographs and newsreel films can be investigated to see how and why they have been used to produce the interpretations in question. At Key Stage 3, learners will develop their understanding of how and why different historical interpretations have been produced: it is not until they are working at Level 8 that you would expect them to begin to evaluate interpretations.

- **Using a wide variety of sources**

The use of a range of sources, including artefacts, photographs, buildings, sites, music and oral accounts is mandatory at Key Stage 3, and desirable at Key Stage 2. Visual, aural and tactile sources enrich learners' experience of history. They also provide opportunities for learners to use a range of different sources critically, beginning with comparing and contrasting the evidence the sources provide and identifying those sources most useful to answer specific enquiries. The use of a wide range of sources supports learners in evaluating and selecting information to support their accounts and arguments. Such sources can include statistics and other numerical information, allowing learners to develop their calculation and estimation skills in an historical context. The internet is a valuable research tool, but the resources available to schools also include their own communities and their environment. Every opportunity should be taken to make links between the topic being investigated and learners' own experience and interests. These links and connections should be planned and form a coherent part of the learning.

The emphasis on investigative learning in the new Order is an opportunity to review the element of historical enquiry in learning and teaching plans. You should do so in the context of the expectations in the level descriptions. At Key Stage 2, learners should have opportunities to ask and answer questions using historical sources, and you should encourage them to suggest methods of finding answers to specific questions by using sources. At Key Stage 3, more challenging sources can be used, and learners working at Level 5 and above should be given opportunities to evaluate both the sources being used and the success of their enquiries. The emphasis should be on the enquiries being undertaken, and the enquiry methods being used, giving learners opportunities to develop their thinking skills and strategies. While evaluation exercises on the validity and reliability of sources have their place in developing learners' skills in using sources, they do not constitute a true historical enquiry.

- **Structuring visits into the scheme of work**

Visits to museums and historic sites are an important part of work in history at both key stages, and should be linked wherever possible to the learners' own locality and experience. For example, investigations into the nineteenth and twentieth centuries at both key stages can be made more relevant to learners by using local sites and buildings dating from those periods. Place names, street names, buildings and monuments often reflect events and people of significance in the past and provide clues to use in an investigation. Similarly, work with the community provides opportunities for learners to apply and extend their investigative skills outside the classroom and to engage with a variety of historical sources. Such work can include inviting members of the community into school to share their memories of significant events in the twentieth century with the learners, or setting up a display or classroom museum that includes memorabilia, documents and photographs relevant to the topic being investigated. A local study can form the core or a starting point of an investigation, or be part of an evaluation exercise at the end of an investigation.

Examples of activities that offer only limited opportunities to progress skills and/or understanding and which are best avoided

- Copying out pictures or text without any requirement to adapt or apply the information.

- Drawing pictures or 'colouring in' images that do not develop an historical skill or understanding.

- Researching on the internet, downloading, cutting and pasting without a requirement to select and use material to investigate an historical question.

- Producing posters or pamphlets that have limited learning outcomes beyond presentational skills.

- Providing barriers for learners to think historically, for example activities that are based on anachronistic concepts such as newspaper accounts of events in the Middle Ages.

- Investigating topics in isolation, for example a topic that relates solely to the history of England (or even England and Wales), without making this relevant to the learner by making links and connections with the experience, knowledge and understanding of the learner and with the history of Wales within the wider history of Britain. Investigations into the reign of Edward I, the Reformation and the growth of industry in the eighteenth and nineteenth centuries provide excellent opportunities to make these wider links. At Key Stage 3, these investigations should also be set, where applicable, in the wider European or global context.

Implementing the Range

The contexts selected for your scheme of work should cover, as a minimum, those listed under the heading Range, which has been designed to ensure balance and breadth in your plan, and to build on the knowledge and understanding acquired at Foundation Phase or Key Stage 2. The following sections offer additional guidance on elements of the Range, including those that are new to the revised programme of study for history.

Historical contexts

The contexts may be used as a flexible framework within which to explore relevant historical topics of interest to the learners. They do not necessarily require equal amounts of study time, and should be relevant to the setting of the school and the twenty-first century world. You may choose to investigate some contexts in depth, while following a broader developmental theme in other contexts.

At Key Stage 2, for example, schools in recently developed suburbs or, to a lesser extent, in housing estates built in the 1960s or later, will have more limited opportunities to make links between the locality familiar to the learners and the distant past. These schools may wish to develop schemes of work that focus in most depth on the past within living memory. Alternatively, if you are teaching in a school near an important historical building, such as an Iron Age or Roman site, a medieval castle or a sixteenth-century house, you may choose to investigate in depth the way people lived at the time when it was first built, as well as the changing use made of it over the centuries.

At Key Stage 3, investigations into some of the twentieth-century individuals and events that have shaped today's world can change to reflect current events and developments, television series and films.

At both key stages, anniversaries of significant events and commemorations can provide a focus for an investigation.

Historical enquiry and investigations

The revised Order for history places historical enquiry at the heart of learning and teaching. Activities across the key stages should be planned to develop learners' skills in historical enquiry. The key questions that form a statutory part of the Order for both key stages are intended to help you structure investigations that will develop these enquiry skills. Approaches and topics that are relevant and engaging to learners will motivate them in pursuing their investigations. Such investigations offer opportunities for a real enquiry experience in which learners develop their own significant questions, plan their investigation, find and evaluate their own answers and reflect on the success or otherwise of the questions chosen before refining the questions, reflecting on their findings and presenting their conclusions. They support the development of thinking skills as well as a better understanding of the process of historical enquiry itself.

At Key Stage 2, learners should be supported and encouraged to take an investigative approach, giving them opportunities to ask questions, suggest how to find relevant information and evaluate their findings. You should ensure that they have opportunities through the key stage to make progress in the skills of historical enquiry, developing sequences of questions and recognising the most useful ones to answer specific enquiries, as well as planning investigative approaches that build on what has already been learned.

At Key Stage 3, learners should have opportunities to carry out investigations using the more complex questions included in the programme of study. Such investigations do not need to be very large pieces of work, and should avoid becoming lengthy, unstructured descriptive projects. Rather they should offer opportunities for learners to practise and engage with each of the stages of historical enquiry, particularly those requiring analysis, learning and evaluation, both inside and outside the classroom. Learners should have opportunities to become more independent, developing the analytical and evaluative skills central to historical enquiry. During the key stage, learners should carry out at least one complete group investigation and one independent investigation, the demands of which should encourage progression towards post-16 qualifications.

Asking and answering questions

Each programme of study provides a list of key questions that underpin learning in history. They are generic to all contexts and can be used to help learners develop their historical skills, as well as structuring the investigation of the historical context. At both key stages the first question links directly with the process of planning central to thinking skills, as well as with the processes of historical enquiry. The questions that follow provide opportunities to develop the historical skills within the context being studied, but they also link with the processes of development and reflection central to the thinking skills approach.

Timelines

As well as supporting the development of chronological awareness and the conceptual framework underpinning historical knowledge and understanding, the use of a range of timelines provides opportunities to develop number skills and to make cross-curricular links with mathematics, Welsh, English, art, music, science and both design and technology and information and communication technology.

Maps

The use of maps provides a geographical context for the historical topic being investigated, and enables links and connections to be made with similar changes and developments in other parts of Wales, the British Isles, Europe and the world as appropriate. For example, Edward I's conquests in Wales can be set in the context of his wider realm, or, when focussing on a later period, the European origins of the Protestant Reformation can be established. The use of maps supports a developing understanding of global citizenship and provides opportunities to make cross-curricular links with geography.

Range of sources, including interpretations

The use of a wide range of sources provides opportunities to make meaningful cross-curricular links with other subjects including English, Welsh, art, design and technology, mathematics and music.

History and skills across the curriculum

A non-statutory *Skills framework for 3 to 19-year-olds in Wales* has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3 to 19.

At Key Stages 2 and 3 learners should be given opportunities to build on the skills they have started to acquire and develop during the Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

Icons have been used in the history Order to signal explicit requirements for the development of skills and learning across the curriculum. However in planning a scheme of work relevant for learners you will identify other opportunities to enrich learning.

Developing thinking

Learners develop their thinking across the curriculum through the processes of **planning**, **developing** and **reflecting**.

In history, learners develop their thinking skills through historical enquiry and through reflecting on key questions, ideas and interpretations.

In the learner profiles that follow, learners at Key Stage 2 were supported in developing their thinking in the context of an investigation into the history of their own locality[1] (Joshua), or of times such as the 1940s and 1960s which are familiar to people they know (Ifan). They had opportunities to plan and develop these investigations, to reflect on the changes in people's lives, and to begin to think about the reasons for these.

At Key Stage 3 they investigated the history of more unfamiliar times and contexts with a greater degree of independence, and reflected on the links between the causes and consequences of events (for example in Mahnoor's work on the Merthyr riots).

[1] The catchment area of the school can be described as the locality, but the locality can also be understood more broadly as the area with which learners are familiar, where place names, buildings and landmarks will be known to them. It might include the nearest large town, for example, but should always be an area which will be known and relevant or can quickly and easily be made familiar to each learner.

Developing communication

Learners develop their communication skills across the curriculum through the skills of **oracy**, **reading**, **writing** and **wider communication**.

In history, learners develop these skills through using aural and written sources and communicating ideas, opinions, arguments and conclusions.

In the learner profiles that follow, learners had opportunities to discuss their investigations and findings in class, group and pair discussions, and some, such as Joshua (Key Stage 2) and Luckraj (Key Stage 3) engaged in role play to develop their understanding of the topic being investigated. They all read a range of appropriate written sources, compared these with visual and (in some cases) aural sources to support the investigations at each key stage, and then communicated their findings in different ways.

At Key Stage 2, Joshua found out about daily life in nineteenth century Merthyr Tydfil, his own community, by using adapted documents from the time as well as reading books appropriate to his age and abilities.

At Key Stage 3, Mahnoor also investigated the history of Merthyr Tydfil in the same period, but the town itself was unfamiliar to her, and she set the causes and consequences of the political and social unrest there in the wider context of the Industrial Revolution. She used extracts from unadapted original documents.

Learners communicated their conclusions through written work of increasing length and complexity, including different styles of factual writing. They also communicated their ideas, opinions, arguments and conclusions through mindmaps and diagrams as well as role play and discussion.

Developing ICT

Learners develop their ICT skills across the curriculum by **finding**, **developing**, **creating and presenting information and ideas** and by using a wide range of equipment and software.

In history, learners develop their ICT skills by using technology both in enquiries, and in developing and presenting their findings.

In the learner profiles that follow, learners at both key stages used the internet as part of their investigations. For example, Ifan (Key Stage 2) used the internet to find out more about people's lives in the 1940s and 1960s and to download a few images.

At Key Stage 3 learners can use ICT effectively both to find and develop material relevant to their investigations and to present their work, as Mahnoor did.

Developing number

Learners develop their number skills across the curriculum by **using mathematical information**, **calculating**, **and interpreting and presenting findings**.

In history, learners develop their number skills through developing chronological awareness, using conventions relating to time, and making use of data, *e.g. census returns and statistics.*

At Key Stage 2 as well as at Key Stage 3, learners used the mathematical information found in census returns and statistics as part of their investigations. This can be used to support work in number on calculation and on the different ways of presenting such numerical information. Learners at both key stages also used number to support their developing chronological awareness, using dates and other conventions relating to time with increasing accuracy. At Key Stage 2, for example, Ifan used dates and terms relating to time as he compared life in the 1940s with the 1960s, while at Key Stage 3 Mahnoor's work on the effects of the Industrial Revolution covered a long period of time and made appropriate references to dates and specialist vocabulary.

History and learning across the curriculum

At Key Stages 2 and 3, learners should be given opportunities to build on the experiences gained during the Foundation Phase, and to promote their knowledge and understanding of Wales, their personal and social development and well-being, and their awareness of the world of work.

Curriculum Cymreig

Learners aged 7–14 should be given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

History contributes to the Curriculum Cymreig by making local and Welsh history a focus of the study and helping learners to understand the factors that have shaped Wales and other countries today.

The learner profiles that follow have been chosen to show how local and Welsh history can be used as the starting point of investigations. Local history is the focus of most of the activities at Key Stage 2, but it also helps to illustrate the wider history of Wales. Work such as that on the social effects of the growth of the iron industry in Merthyr Tydfil (Joshua) reflects the wider changes affecting Wales, and provides a basis for developing a sound understanding at Key Stage 3 of the processes that have shaped the twenty-first century.

At Key Stage 3 the economic and political effects of the social conditions in nineteenth-century Merthyr Tydfil (Mahnoor) were set in the wider context of the Industrial Revolution; the impact on Wales and Britain of the coal industry (Luckraj) were also investigated.

Personal and social education

Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

History contributes to learners' personal and social education by developing their skills of enquiry and critical thinking; their understanding of different views and interpretations of people and events; and of the way in which people have affected their environment in the past. It gives learners an historical context in which to set their lives.

In the learner profiles that follow, learners at both key stages investigate historical topics that support these themes. For example, at Key Stage 2 Joshua investigated the effects on people's health and well-being of their living conditions in the early nineteenth century. At Key Stage 3, Luckraj's script for the miner's visit to the doctor gave him an opportunity to investigate and reflect on the effects that adverse working conditions have on health and well-being.

All the profiles are based on investigations, using a range of sources, which supports learners in developing the enquiry skills which will underpin all their lifelong learning. Work on evaluating sources, such as Mahnoor's work at Key Stage 3 on the nineteenth-century descriptions of Merthyr Tydfil, gives learners opportunities to use information critically to reach and support their own conclusions.

Careers and the world of work

Learners should be given opportunities to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life.

History contributes to learners' awareness of careers and the world of work by developing their understanding of the factors that have shaped the world of work in the past; some of the important economic, social and industrial changes which have occurred; the scale of the changes across different periods and within the same period; some major economic, social and technological changes that happened in the twentieth century.

Learners also have opportunities to make links and connections between events and changes, and to reflect on their causes and consequences.

History contributes to learners' readiness for a working life by developing their skills of analysis of evidence and argument. They learn to use sources of information critically, to detect bias and prejudice, and to construct an argument or interpretation of events based on evidence.

In the learner profiles that follow, learners at Key Stage 2 such as Joshua were supported in understanding the world of work by investigating work in their locality in the past and its effects on human lives and the environment. At Key Stage 3, Mahnoor and Luckraj reflected on the reasons why people moved from the countryside to work in dangerous but better-paid jobs, and the social and physical effects of heavy industry. While both Joshua (Key Stage 2) and Mahnoor (Key Stage 3) investigated the living conditions in Merthyr Tydfil in the early nineteenth century, Mahnoor considered the political consequences of these, and investigated why people chose to move to work in industry, despite its dangers, and the reasons for people's choice of work. Such learning opportunities enabled learners to make connections and comparisons with the present nature of work and working conditions, and to reflect on the development of trade unions and employment legislation.

Learning through history

Building on the skills, knowledge and understanding already acquired

Effective planning of learning and teaching in history involves collaboration between colleagues across phases, and a steady progression in learners' skills, knowledge and understanding. At key transition points it is important for teachers to build on the learning and teaching that has gone before when planning the history curriculum. For example, work in Year 3 might be chosen to reflect the approach taken in partner Foundation Phase settings. Similarly, both the timetabling and content of work in Year 7 might reflect the approach being taken in partner primary schools. The considerable flexibility of the history programme of study, while being helpful to planning, could also lead to a situation where at key transition points, learners with very different experiences of history investigations come together to start a new programme. The need for joint planning will be crucial if continuity and progression are to be achieved for learners.

Joshua and Mahnoor's investigations into the history of Merthyr Tydfil at both Key Stage 2 and Key Stage 3 show how schools can work together to develop schemes of work that complement each other.

Developing an investigative approach

The revised Order for history places historical enquiry at the heart of learning and teaching. Approaches and topics that are relevant and engaging to learners will motivate them in pursuing their enquiries.

At Key Stage 2, Joshua's investigation of the way people lived in Merthyr Tydfil in the nineteenth century developed his interest in the way of life of children in the past. At Key Stage 3, Mahnoor's response to Dafydd's dilemma motivated her to pursue an independent line of enquiry when using the contemporary sources.

Using the widest possible variety of resources in Historical enquiry

In planning the learning and teaching, full advantage should be taken of the widest possible variety of resources available, and of opportunities to engage with historical enquiries outside the classroom itself.

Ifan's enquiry into the differences between people's experiences of life in the Second World War and the 1960s used both the resources widely available to schools and also the artefacts, sites and personal memories that enrich pupils' understanding of the past.

Developing a range of Organisation and communication skills

As well as using a range of sources, you should give learners opportunities to develop their communication skills in history, both by giving them opportunities to develop their technical vocabulary and their understanding of storytelling and narrative, as well as by providing opportunities to communicate in a range of different ways, including ICT, for different purposes and audiences.

At Key Stage 2, Joshua and his class used the information they had found about the locality in the nineteenth century to script a role-play activity on an enquiry into living conditions. At Key Stage 3, Mahnoor set her knowledge of these into the wider context in her carefully structured essay on the effects of the industrial revolution.

Section 2

Expectations and progression in history

In this section, the statements below from the level descriptions have been organised to describe progression in the five skills across the breadth of knowledge and understanding demonstrated through study of the contexts in the Range. They should be used to plan schemes of work and activities that provide opportunities for pupils to progress. Statements from the Exceptional Performance level description have not been included in these groupings.

Progression in Chronological awareness

Pupils should progress their skills in Chronological awareness through building on sequences of familiar events and objects to develop a 'map of the past' and an understanding of chronological conventions.

1. Pupils show awareness of the distinction between present and past in their own and other people's lives, using everyday terms about the passing of time and sequencing a few events and objects.

2. They make distinctions between aspects of their own lives and past times, ordering events and objects and using terms concerned with the passing of time.

3. They are increasingly aware that the past can be divided into different periods of time and they recognise some of the similarities and differences between these periods.

4. They describe the characteristic features of past societies and periods and identify changes within and across periods.

5. They describe, and begin to make links between, features of past societies and periods.

6. They describe past societies and periods and make links between features within and across periods.

7. They make links between their outline and detailed knowledge and understanding of the history of Wales, Britain and other areas of content. They use this to analyse relationships between features of a particular period or society and to analyse the causes and consequences of events and changes.

8. They use their outline and detailed knowledge and understanding of the history of Wales, Britain and other areas of content to analyse and explain relationships and to set these in their wider historical context.

Progression in Historical knowledge and understanding

Pupils should progress their historical skills through an increasing range of knowledge and understanding of people, events and changes in the past, from the familiar and recent to the distant in time and place. They should have opportunities to consider causes and consequences, to make links and comparisons, and to analyse and evaluate the significance of specific events, personalities and changes.

1. Pupils know and recount episodes from stories about the past.

2. They demonstrate knowledge of aspects of the past and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did.

3. They demonstrate knowledge of some of the main events, people and changes studied. They are beginning to suggest a few reasons for, and results of, the main event and changes.

4. They describe some of the main events, people and changes. They give some of the causes and consequences of the main events and changes and start to make links between them.

5. They describe events, people and changes. They describe and make links between the relevant causes and consequences of events and changes.

6. They describe past societies and periods and make links between features within and across periods. They examine, and are beginning to analyse, the causes and consequences of events and changes.

7. They use their outline and detailed knowledge and understanding of the history of Wales, Britain and other areas of content to analyse relationships between features of a particular period or society, as well as to analyse the causes and consequences of events and changes.

8. They set their explanations for, and analyses of, relationships between events, people and changes, the features of past societies and the causes and consequences of events and changes, in the wider historical context.

Progression in Interpretations of history

Pupils should progress their skills in Interpretations of history through using a variety of representations and interpretations to develop an appreciation of the different ways of representing and interpreting the past, of the validity of different interpretations, and of how historians arrive at interpretations of history.

1. Pupils are beginning to recognise representations of the past.

2. They are beginning to recognise that there are different ways of representing the past.

3. They identify some of the different ways in which the past is represented.

4. They show how some aspects of the past have been represented and interpreted in different ways.

5. They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.

6. They describe and are beginning to explain different historical interpretations of events, people and changes.

7. They explain how and why different historical interpretations have been produced.

8. They analyse and explain different historical interpretations, and are beginning to evaluate them.

Progression in Historical enquiry

Pupils should progress their skills in Historical enquiry through developing their skills in posing historical questions, structuring and reflecting on the success of investigations, and using an increasingly wide range of historical sources.

1. Pupils are beginning to ask and find answers to simple questions from sources.

2. They ask and answer questions about the past by making simple observations from historical sources.

3. They ask questions about the past and suggest methods of finding answers by using historical sources.

4. They are beginning to select and combine information from historical sources to support an historical enquiry and evaluate its success.

5. Using their knowledge and understanding, they are beginning to ask historical questions and evaluate historical sources. They identify those which are useful to answer specific enquiries, and evaluate the success of their strategies.

6. They apply their knowledge and understanding to develop lines of enquiry, and identify and evaluate historical sources which they use critically to reach and support conclusions. They evaluate and reflect on their work and the method used.

7. They are beginning to show independence in developing strategies for lines of enquiry. They identify and evaluate historical sources, which they use critically in relation to specific questions. They are beginning to reach and reflect on their own substantiated conclusions.

8. Using their knowledge and understanding, they use historical sources critically. They define, carry out and evaluate enquiries about historical topics and independently reach their own substantiated conclusions.

Progression in Organisation and communication

Pupils progress their skills through selecting, organising and communicating an increasing range and depth of information in a variety of ways.

1. Pupils recognise and group items of information to communicate their awareness of the past.

2. They are beginning to select, organise and communicate items of information about the past.

3. They select, organise and communicate historical information in a variety of ways, including ICT.

4. They are beginning to produce structured work, making appropriate use of dates and terms.

5. They select and organise information to produce structured work, making appropriate use of dates and some specialist terms.

6. They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and specialist terms.

7. They select, organise and deploy relevant information to produce well-structured narratives, descriptions and explanations, making appropriate use of dates and specialist terms.

8. They select, organise and deploy relevant information to produce consistently well-structured narratives, descriptions and explanations, making appropriate use of dates and specialist terms.

Section 3

Using the level descriptions in Key Stage 2

There is no requirement to make end of key stage judgements in history at Key Stage 2. However, knowledge of the characteristics of the level descriptions will help you to recognise learners' strengths, as well as areas for improvement, and to plan for progression.

You may find the following points useful when considering the profiles in this section.

- The learner profiles are not presented as a model for how you should collect evidence about your learners. Decisions about collecting evidence, and about its purpose and use, are matters for teachers working within an agreed school policy.

- The commentaries on the pieces of work have been written to indicate particular qualities of the work and make links to characteristics of the level descriptions. They are not intended as an example of a report to parents/guardians.

- The materials in each learner profile can only represent a small part of the information and experiences that make up a teacher's knowledge of each learner. The do not reflect the extent of the knowledge of each learner that you will have built up over time across a range of different contexts. You will use this knowledge to recognise learners' strengths and areas for development, and to plan for progression.

- Some of your learners may need to use a range of alternative forms of communication to show what they know, what they understand and what they can do.

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Ifan | Characteristics of Levels 2, 3 and 4

Ifan is an 11-year-old learner in Key Stage 2.

His teacher knows much more about Ifan's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Ifan's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Ifan's profile shows some characteristics of Levels 2, 3 and 4, but mainly characteristics of Level 3.

In Year 5, Ifan's group investigated the changes in people's lives in the nineteenth century, taking as their focus the themes of transport, technology, clothes, music and entertainment, food, sport and leisure. They visited some Victorian buildings in the locality, and studied one of these in depth, since they had the opportunity there to compare the lives of servants with that of the local landlord and his family, as well as to investigate the evidence for this family's history and influence in the area. In this way the class also integrated their local history study with the theme of change and development. In Year 6, they investigated the differences between the ways of life of people during the Second World War and those of people living in the nineteenth century. The same themes were used to structure their work. In the second and third term of Year 6 they began to compare life in the 1960s with that in the Second World War, again using the themes of transport, technology, clothes, music and entertainment, food, sport and leisure. They also tried to find evidence for both periods in the locality. Some artefacts from the Second World War and from the 1960s were brought into school, but there was little evidence for these periods in the built environment, apart from the war memorial. The focus of all these activities was the development of chronological awareness, using the idea of a 'Time Machine' to compare and contrast two different periods of time.

The resources used were drawn from textbooks and other published resources, together with some artefacts and memorabilia loaned to the school.

Activity 1 | What differences were there between the 1940s and the 1960s?

Each group was given a set of photographs relating to the themes being studied, and asked to order them chronologically and according to theme. The pupils knew that they all belonged to one of the two periods being studied. When this had been done, the pupils discussed their reasons for their decisions. They were then given two A3 sheets and asked to stick the photographs on to these in the correct order, and to write a description of the differences between them.

Ifan found difficulty with some of the images, but was able to order them correctly with some support from his teacher and members of his group. He gave *a few reasons for, and results of, the main events and changes* (characteristic of Level 3) although these were not always secure. His comments on the differences suggested that his knowledge was limited to that contained in the sources and what his teacher had said about them. For example, his teacher referred to the Beatles 'rescuing' pop music, and Ifan repeated this in his comment on the 1960s, stating there was 'no popular band' until the Beatles rescued music and entertainment. In discussion Ifan *answered questions about the past by making simple observations from historical sources* (characteristic of Level 2), but did not ask any questions of his own, which would have been characteristic of Level 3. His comments showed that he was *increasingly aware that the past can be divided into different periods of time and recognised some of the similarities and differences between them* and *demonstrated knowledge of some of the main events and changes* studied (characteristic of Level 3), but his teacher felt that this was supported by the structure of the activity.

1940s/1960s – Time machine

Stick the pictures into the correct decade.
Describe the differences between the two pictures.

Topic	WW2 (1940s)	1960s	Differences
Transport	There were no cars around in the 1940s, so people had to get busses to get around.	There were cars around but the most popular one was the mini. The mini was that popular that everybody started buying them.	It changed a lot from having not a lot of cars to lots of cars. The mini was popular a lot in the 1960's
Technology	There were no t.v. in the 1940s so they had wireless radios instead.	The technology was that good that they got the first man on the moon. He is called NEIL ARMSTRONG.	The technology changed from having wireless radios to getting the first man on the moon. The technology was really good in 1960 compared to 1940.
Fashion/Clothing	There were a lot of messages around in the 1940s saying that they had to 'make do and mend' and 'Mrs sew and sew'	There was a lot of fashion around in the 1960s. Flower power was the main one and young girls wore short skirts and dresses.	In the 1940s there was a lot of people that had to sew there clothes together, because they had to make them last longer, but in the 1960's people didn't have to sew them.

Topic	WW2 (1940s)	1960s	Differences
Music/ Entertainment	There wasn't much music on the 1940s. There was the jitterbug dance. It gets the name from alcoholics who suffer from jitters	The Beatles came to the rescue. The members were John Lennon, Paul McCartney, George Harrison and Ringo Starr.	The music and Entertainment changed from no popular band to the Beatles rescuing them. The jitterbug was such a famous dance that nearly everybody joined in.
Food	Food was rationed and they were only allowed a certain amount a week.	In the 1960 brands started coming out such as Kellogs.	The foods changed from rationing in 1940 to brands coming out in 1960. Kellogs and Weetabix were the most famous bands.
Sport/Leisure	The Olympic games were held after WW2.	England won the World Cup at Wembly and everyone was pleased. They won in the year 1966.	There wasn't much sport played in the 1940s, but after the war in 1960 England won against Germany and won for the first time ever. They didn't play sports in 1940 because they were at war.

Activity 2 | What can we find out from artefacts?

Wartime objects

Choose two of the wartime artefacts from the classroom and draw them in the large box. Write a label underneath both of them.

1	2
Police Helmet	Satchel

Write a description about the two objects that you have chosen. Think about the following: What colour are they? What shape are they? What do you think they are made from? How do you think they were made? What were they used for? Where would they have been used? Who might have used them?

The Police helmet was dark blue and it was made of metal and it was for the police guards. The air raid Wardens could have used it for the air raids. If things were going to fall on the persons head it would protect them. The Satchel is cream coloured and made of fabric. It was used for the warning rattles, gas mask and they might have used it for 1st aid equipment. They also might have used it for keeping torches in it.

The class had been loaned several artefacts from the period of the Second World War, and each group was given two to study closely. Ifan's group was given a policeman's helmet and a satchel that was used by the local air raid warden. They were asked to draw them, and then to write a description of them, using a series of questions to structure their description. Ifan answered most of the questions relating to the appearance of the artefacts, although he did not describe their shape in words or suggest how they might have been made. In discussing this with his teacher, Ifan said that the drawings showed the artefacts' shape, but he could not communicate this information in words. However, in this discussion the teacher also asked the group to suggest some questions they could ask about the artefacts. His teacher felt that Ifan was beginning to *ask questions about the past . . . using historical sources* (characteristic of Level 3) after he suggested "Does the helmet look as though something fell on it?" and began to examine the helmet for dents.

Activity 3 | What would my day have been like in the 1940s and the 1960s?

Building on the previous activities, Ifan's group wrote diary accounts of a typical day from each period. The 'Time Machine' sheets from Activity 1 were available for them to use. While the structure of this activity again supported an *awareness that the past can be divided into different periods of time* (characteristic of Level 3) in both of these accounts Ifan *demonstrated knowledge of some of the main events, people and changes* in both periods, and *recognised some of the similarities and differences between these periods*. He did this independently of any support from his teacher, and *selected and organised historical information* to write his accounts, again a characteristic of Level 3.

Decade Diary

Which period of time would you have liked to lived in? The WW2 years (1940s) or during 'The Swinging Sixties'?

Think about all the themes you have studied about the two periods, e.g. Food, Clothing & Fashion, Music.

Objective:

Write a **diary account** of a typical day from each of the periods.

1940s Diary

On the 20th January 1940 I began writing, this diary. My dad was at war and I was helping my mum look after my baby brother. We were short on food and clothing, because we had to ration them and my mum was trying to keep them clean. At 7.00 pm the air raid siren went. My mum was asleep and I had to wake her up. She went and got Joseph whilst I grabbed the things we needed to take into the Anderson Shelter. I grabbed food, water, games and my diary. We headed into the shelter and mum put Joseph to sleep whilst i wrote in my diary. I went back to sleep after I had wrote my diary. I went to school after we had the siren to say that it was safe

at 8.00am as my mum was feeding Joseph
My lessons were English, Maths, Science, Wood and metal work.
At 3.30 I went to the shops to get
6 scones for supper for me and my family.
At 6.00 that night we put Joseph to bed.
The air raid went of at 7.00 so
we did the same as last time and
went to the shelter. Mum said it's
too dangerous to here because next door
has been bombed so you are going to
be evacuated to the countryside. We then were
going to be evacuated. At 9.00 my mun
got up to feed Joseph then she was up
all night. I went to sleep that night
knowing that I was going to be evacuated the
next day.

1960s Diary

I've been helping mum with my baby Sister Ella. I've also been helping her with the washing and buying food and clothes. I have been out buying clothes, flower ones for Ella and mum and cool clothes for me and dad. I've also been buying food like Weetabix, kellogs, and other cerial. Dad's been out at work whilst were at home. Me and Ella have been watching t.v. which is black and white it will be better in colour though because black and white is boring. The t.v is that boring that we put the record player on. There are no cd players so we have record players. I like to listen to my idols. The BEATLES. They are the best band that are around now. Dad loves them too. They are superb especially John Lennon on the guitar. I love him very much. Mum + Dad bought our first car. The incredible Mini, its small but itll do. I can't wait it's only 6 hours and 30 minutes until there going to Send Neill Armstrong onto the moon and it's going to be on t.v. It's going to be such fun.

In discussion with his teacher, Ifan was able to explain how and why he used the sources available to him in order to produce his diary, but could not relate this to the interpretations and representations of the 1940s and 1960s the class has looked at earlier. This indicated to his teacher that, while Ifan could *identify some of the different ways in which the past is represented* (characteristic of Level 3), he could not yet *show how some aspects of the past have been represented and interpreted in different ways* (characteristic of Level 4). The structure of his diary accounts, and his use of historical dates and terms were more characteristic of Level 4, however.

Summary

Ifan's profile shows some characteristics of Level 2, Level 3 and Level 4, but mainly the characteristics of Level 3.

In Activities 1 and 3 he shows an increasing awareness that the past can be divided into different periods of time, and an increasingly secure recognition of the similarities and differences between these periods. His diary accounts in Activity 3 demonstrate knowledge of some of the main events, people and changes in the 1940s and 1960s. All these are characteristic of Level 3. His understanding of the reasons for the main events and changes is more characteristic of Level 2, however, as is his understanding of interpretations of history. His teacher thought that in his comments on the artefacts used in Activity 2 Ifan was beginning to make the transition from Level 2 to Level 3 in this aspect of history, but that he would need support to develop this.

Now as a next step, Ifan needs opportunities to develop his skills of asking questions about the past and his understanding of how interpretations of history are developed. His strengths in the selection, organisation and communication of historical information can be used to support this. The development in his historical knowledge, understanding and skills in the course of these activities suggest that he will respond well to structured activities with a very clear focus.

Joshua | Characteristics of Levels 4 and 5

Joshua is an 11-year-old learner in Key Stage 2.

His teacher knows much more about Joshua's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Joshua's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Joshua's profile shows some characteristics of Level 5, but mainly characteristics of Level 4.

Joshua's teacher planned for the class to investigate how the development of industry affected people's daily lives in the country and the towns of Wales in the nineteenth century, using their own locality as the focus of the study. They began by investigating why people moved from the countryside to Merthyr Tydfil and what happened to them after they arrived there. Having looked at evidence for a farm worker's life in the countryside, and compared this with a canal worker's life in the town, they then looked in more detail at life in Merthyr Tydfil in the 1840s. The scheme of work focussed on the development of an understanding of the use of sources to create historical representations and interpretations.

Some of the activities were planned to support cross-curricular links. For example, the class took part in a role-play activity that supported an understanding of the importance of asking and answering questions to find out information, and also linked history and Oracy in English.

Each pupil took the part of one of the real people who gave evidence to a government enquiry into water supply and sewerage provision in Merthyr. They were provided with adaptations of the statements made by these people to the inspector. Joshua took the part of the inspector. In this role he had to ask the witnesses for their evidence and then develop supplementary questions to ask in order to find out more information.

This activity also provided another cross-curricular link between history and Oracy in English. The class used Dictaphones to record their rehearsals, and then evaluated their individual performances by listening to their recorded work. Finally, using the success criteria for oral work in English, they set their own targets for improving their performance.

Activity 1 | How did people live before the coming of industry?

Each group in the class was given a reference book and asked to find evidence about how people lived in the countryside in 1750, and especially what the houses of poor people were like.

Joshua successfully obtained the relevant information from the reference text, showing that he could select . . . *information from an historical source* (characteristic of Level 4), and he classified the information using the framework provided. This classification exercise helped pupils to begin to *evaluate historical sources* and *identify those which are useful to answer specific questions*, but Joshua's discussions with his teacher did not provide any evidence that he had begun to develop these characteristics of Level 5.

The class were then given a second reference text (*Merthyr Boat Boy*) and asked to find evidence for people's lives in an industrial town in the mid-nineteenth century. Again, Joshua successfully selected and recorded some relevant information.

COMPARING AND CONTRASTING HOW PEOPLE LIVED

		1850
Walls	·Walls plastered over with mud and clay	·Walls made from stones from water
Furniture	· a few cooking /eating utensils	· Kettle, bottle jack, fire place.
Work	· Farming	· Canal, Ironworks
Problems	·little sunshine /hard to grow food like crops	· blinding / breathing leg /arm, burning and gases
Transport	·Walking /horses	· Horses, Walking and canal

What stayed the same?
·transport -e·g Walking /horses
·Some jobs -e·g farming
· some furniture - e·g 3 legged table

What things changed|?
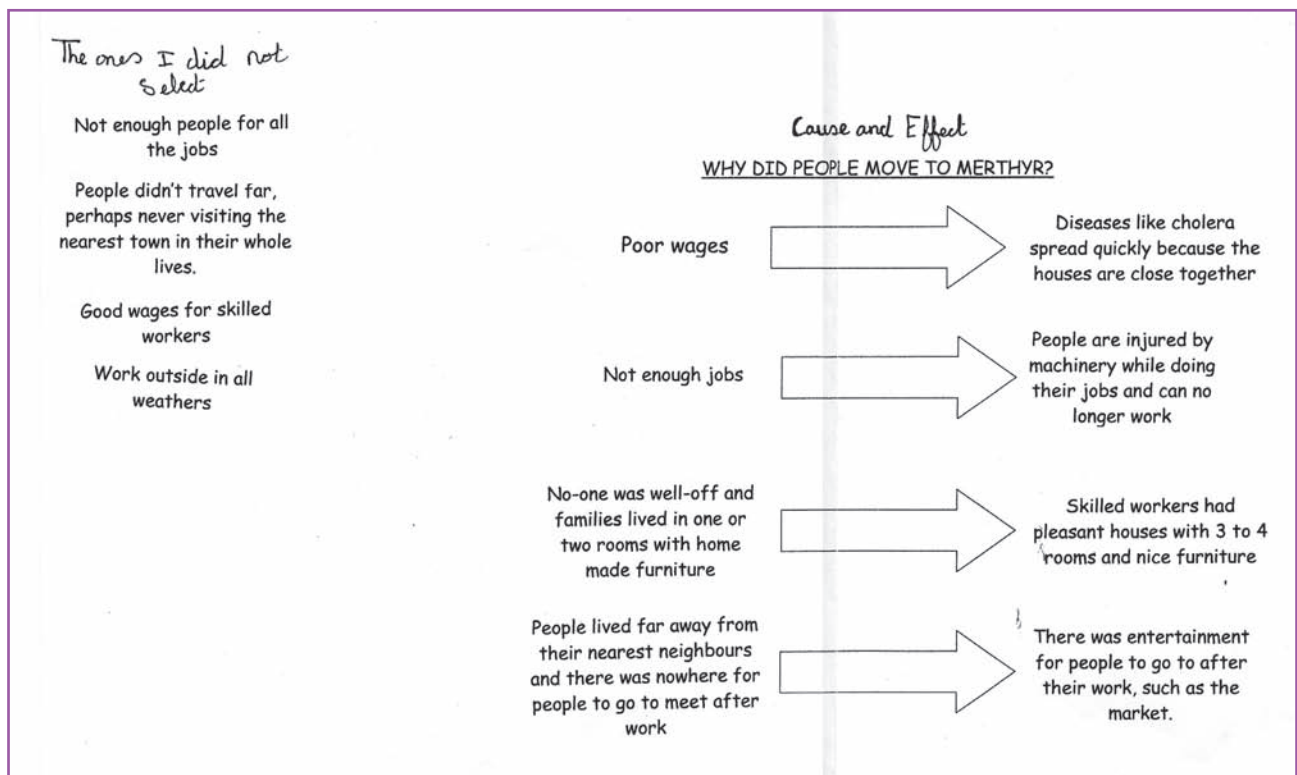
Houses - e·g stone walls, roof shingles from sandstone.
Transport - e·g canal
Furniture – e·g bottle jack, kettle, fireplace, bellow and
Straw beds for bed.
Some work e·g Ironworkers, canal workers

Why did people move from the countryside to Merthyr, and what happened to them there?

Pupils were given a set of mixed cards outlining the causes of migration from the countryside to the industrial town of Merthyr Tydfil and the effects of this on those who migrated. Joshua correctly classified the cards into the two groups and went on to prioritise the causes and effects, orally justifying his reasons for placing them in the rank order he had chosen, showing that he could *give some causes and consequences of the events* (characteristic of Level 4). His teacher also noted that in discussion he was also starting to *make links between the relevant causes and consequences* (characteristic of Level 5) but that the structure of the activity provided support in developing this skill.

The ones I did not select

Not enough people for all the jobs

People didn't travel far, perhaps never visiting the nearest town in their whole lives.

Good wages for skilled workers

Work outside in all weathers

Cause and Effect

WHY DID PEOPLE MOVE TO MERTHYR?

Poor wages → Diseases like cholera spread quickly because the houses are close together

Not enough jobs → People are injured by machinery while doing their jobs and can no longer work

No-one was well-off and families lived in one or two rooms with home made furniture → Skilled workers had pleasant houses with 3 to 4 rooms and nice furniture

People lived far away from their nearest neighbours and there was nowhere for people to go to meet after work → There was entertainment for people to go to after their work, such as the market.
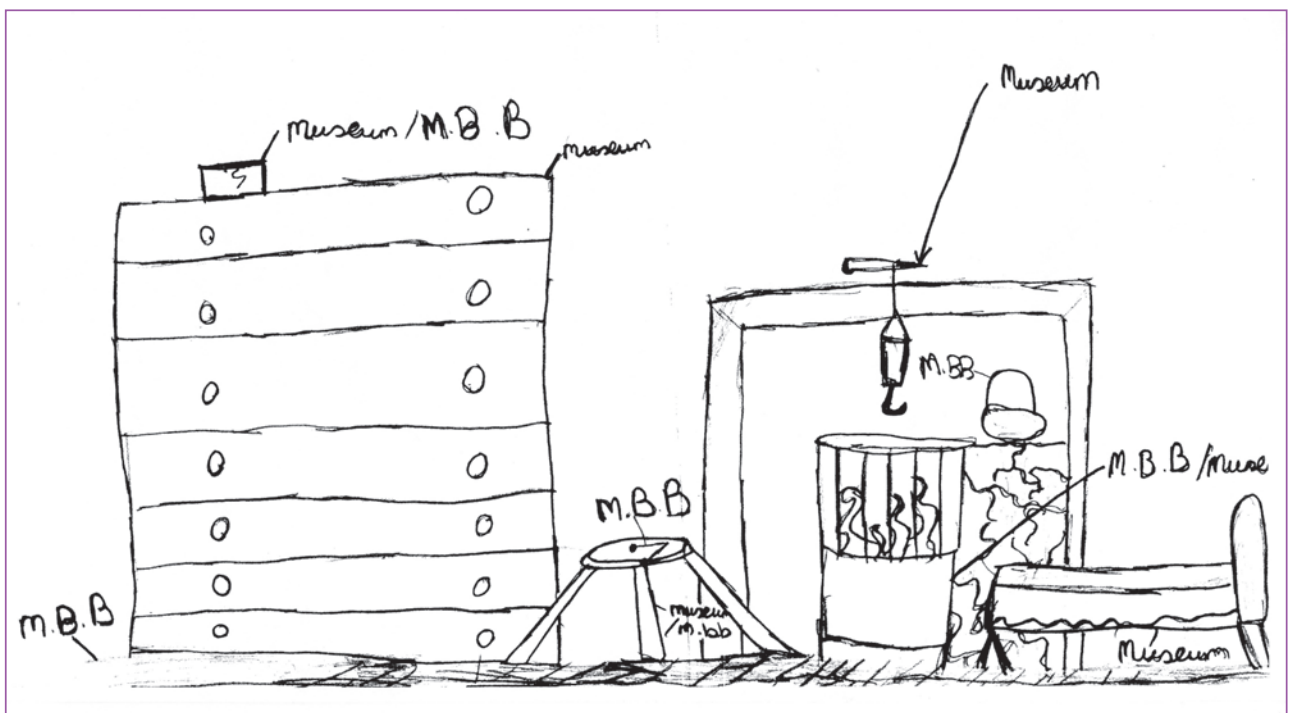
Activity 3 | What do I think the inside of a house looked like in Merthyr in 1840?

The focus of this activity was interpretations of history, and it gave the class an opportunity to use a selection of sources to create their own individual interpretations, and to compare these, noting the similarities and differences.

During a class visit to the local museum, they were encouraged to look carefully at the display showing the interior of an iron-worker's house in 1840 and to record their observations. On their return to school, they looked at a reference text with an illustration of a room based on the Rhydycar Cottages displayed at the National History Museum, St Fagans, and read extracts from nineteenth-century newspaper descriptions of a worker's home in Merthyr.

The pupils were asked to draw their own interpretation of a room from a worker's cottage, and label it to show the sources they had used. Joshua's drawing and his labelling showed that he had selected artefacts he had seen at the museum and in the Rhydcar illustration, as well as those he had read about in the newspaper articles.

The next stage in this activity was for the pupils to compare their interpretations with those of the others in their group and to consider why the interpretations might be different. Both in the group discussion and in his written answer Joshua showed how *some aspects of the past had been represented and interpreted in different ways* (characteristic of Level 4) but also that he could *suggest possible reasons for this* (characteristic of Level 5).

Why are interpretations
different?

obj To investigate the different interpretations of our drawing
of an 1840's room.

How my drawing is different to someone else in my group.
Window
bible
kettle
bottle jack   ✓

Why are our interpretations different?
the interpretations are different because we have
a different image in our mind and choose different
information.

How my drawing is different to the one in M.B.B
rug
david and Oven
Shelf
candles
doorway
equipment for fire place.

Why is it different?
Our interpretations are different because the
person (Mr Bowen) that drew the pictures had
days to draw them.✓

. How my drawing is different to the replica in the
museum.
. Bible
. candles
. window
. Human
. Bed

Why its different?
. The interpretations are different because they
loads of information and could look at objec

One reason my drawing is different to the other
interpretation is that my drawing is my
interpretation.

A reason that interpretations are different even
though people used the same sources is becau
they choose different pieces of informatic
and may have thought other pieces of informatic
might be better.

I understand that an interpretation is your
opinion of what something looks like.

I know it is possible to have different
interpretations of the same thing (like the
kitchen), because people have different opinions o
what items to include in their picture e.g I have
included the bottle jack because most kitchens
had a bottle jack.

Summary

Joshua's profile shows some characteristics of Level 5, but mainly characteristics of Level 4.

Joshua's profile shows most of the characteristics of Level 4, since he describes the features of life in Merthyr in the nineteenth century, and in Activity 1 identifies changes within the period. In Activity 2 he gives some of the causes and consequences of events and changes, again characteristic of Level 4. In the course of Activity 3 he shows that he understands that some aspects of the past have been represented and interpreted in different ways, which is also characteristic of Level 4. In his work with reference books and other sources, Joshua is also beginning to *select and combine information* (characteristic of Level 4), and his work is structured, making the appropriate use of dates and terms characteristic of this level.

There is also evidence of some of the characteristics of Level 5 in Joshua's work, for example in Activity 2 when he starts to make links between the causes and consequences of events, as well as when he suggests possible reasons for different interpretations in Activity 3 and uses his knowledge and understanding to make links between causes and consequences in Activity 4. There is no evidence, however, that he is beginning to evaluate sources or *identify those which are useful to answer specific enquiries*, another characteristic of Level 5.

As a next step, Joshua will need to have opportunities to make links both between features of the historical periods studied and to strengthen his understanding of the causes and consequences of events and changes. Activities that are structured to support his evaluation of historical sources will also help him to make progress in this aspect of history, and his teacher will draw on his skills in questioning that were revealed in the role-play activity.

Section 4

Making judgements at the end of Key Stage 3

This section shows how level descriptions can be used when making judgements about which level best describes a learner's overall performance at the end of the key stage.

You may find the following points useful when considering the profiles in this section.

- The learner profiles are not presented as a model for how you should collect evidence about your learners. Although you will want to be able to explain why you have awarded a particular level to a learner at the end of the key stage, there is no requirement for judgements to be explained in this way or supported by detailed collections of evidence on each learner. Decisions about collecting evidence, and about its purpose and use, are matters for teachers working within an agreed school policy.

- The commentaries of the pieces of work have been written to explain the judgement made about a learner's performance. They are not intended as an example of a report to parents/guardians.

- The materials in each learner profile can only represent a small part of the information and experiences that make up a teacher's knowledge of each learner. They do not reflect the extent of the knowledge of each learner that you will have built up over time across a range of different contexts. You will use this knowledge to make a rounded judgement about the level that best fits each learner's performance.

- You will arrive at judgements by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time. Opportunities will need to be provided for learners to demonstrate attainment in all aspects of the level descriptions.

- Some of your learners may need to use a range of alternative forms of communication to show what they know, what they understand and what they can do.

Luckraj | **Level 3**

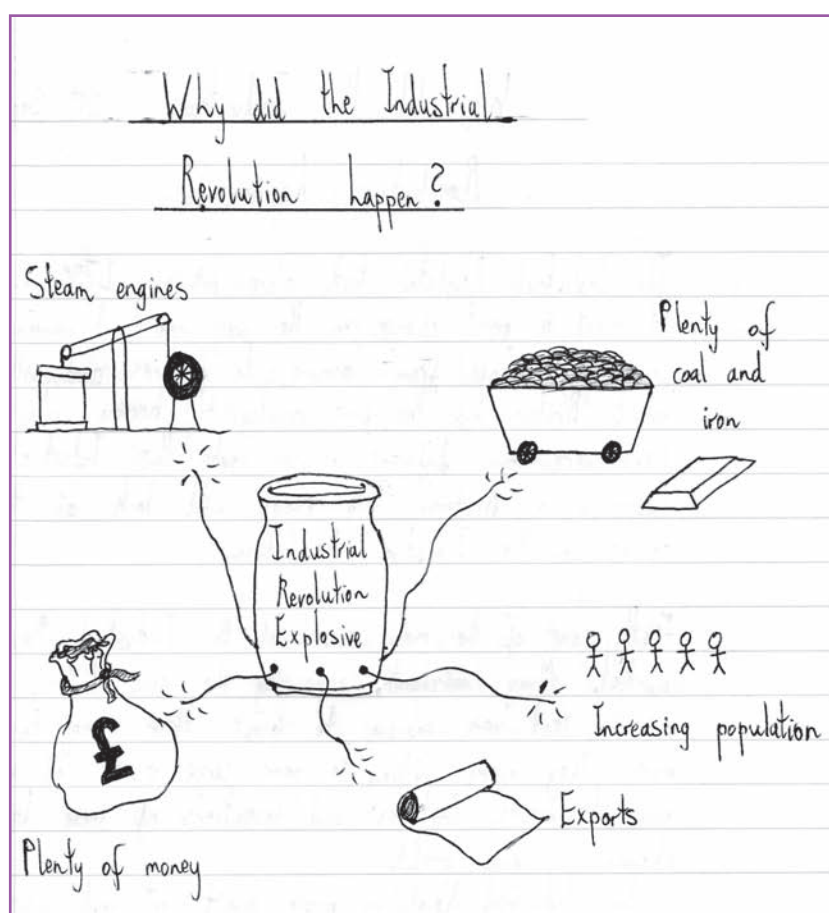Luckraj is a 14-year-old learner in Key Stage 3.

His teacher knows much more about Luckraj's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Luckraj's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.

Luckraj's teacher judges that his performance in history is best described as Level 3.

Luckraj's teacher had planned for the class to investigate the effects of the Industrial Revolution on Wales and Britain. The resources used for these lessons were prepared by the department, using a range of visual and documentary sources, and reinforced by television programmes, posters and classroom displays.

Activity 1 | Why did the Industrial Revolution happen?

This activity was undertaken at the beginning of Year 9, at the end of an introduction to nineteenth-century history, and focused on causation. Pupils were asked to devise their own diagram, and then to write a response in answer to the question. Luckraj's diagram was clear and accurate, but very similar to one in a poster in the classroom display, and although he gave some of the reasons for the Industrial Revolution, he did not link them to the diagram. Some of his statements were contradictory, particularly when he mentioned money, since he found it difficult to distinguish between factory owners' investment in their businesses and poor people's need for wages. For example, on page 2 he said 'in Industrial Revolution money was so important if they didn't have money they would be very hungry and couldn't have no bussiness and factories'. He then mentioned the importance of the growth in population, and, recognising the importance of this factor, said 'the money wasnt that important in Industrial Revolution'. Many of the phrases he used were drawn from notes he made in class, and his conclusion was vague.

Why did the Industrial Revolution happen?

The Industrial Revolution took place between 1750 and 1900. It meant a great change in the way men and women lived and worked. A change from farming to factories and villages to towns. Britain was the first country to become industrialised. There were many different reasons why the Industrial Revolution happened in Britain. This essay will look at the main causes of the Industrial Revolution.

Firstly, one of the main causes of the Industrial Revolution was market. Many merchants, especially the slow dealers, were very wealthy, and were anxious to invest their money to make even more. They were willing to pour large sums of many into new businesses, factories and inventions of these looked like showing a good profit.

In Industrial Revolution people didn't get paid unless they work. In these days there was lots of slave working for people they were so wealthy.

In Industrial Revolution money was so important if they didn't have money they would be very hungry and couldn't have no bussiness and factories. Many business men were anxious to make them, but these reasons alone might not have been enough if the population had not risen so sharply in the 18th and 19th

centuries.

The money wasnt that important in Industrial Revolution: during the 17th and 18th centuries Britain had won many colonies such ac India, Canada. James Watt invented the clumsy steam engine so that it could drive the new merchinery efficiently. The old system of hand manufacture could not absorb all of these extra people but just at the right moment there came a number of inventions changed the whole picture.

In conclusion, as you can see, the Industrial Revolution took place because there were lots of things that fitted perfectly together. The most important cause were money and working job for people it was so important.

Activity 2 | How did George Stephenson help to develop the railways?

Luckraj's account of Stephenson's work again relied heavily on the resource sheets the class had been given to support their investigation, and although he described Stephenson's work accurately, and structured his account chronologically, he was only beginning to select, organise and communicate information. He repeated statements from the first paragraph in the third, and did not come to a conclusion about Stephenson's contribution to the development of the railways. In discussions with his teacher, Luckraj explained that Stephenson was important because he was one of the first people to build steam engines, but his written work did not reflect this understanding.

The Railway Age

During 1821 steam engines did not go any faster than horses. George Stephenson who dedicated his life to engines suggested that steam engines would be quicker when building a railway from Stockton to Darlington in 1821.

Steam engines were only built to carry coals, if only till 1833 when passenger services were planned.

The first steam locomoties were at work even during the golden age of coaching. George Stephenson dedicated his life to steam engines. Stockton to Darlington was the first railway to be built.

In 1829 during a trial at Rainhill near Liverpool his winning engine 'The Rocket' reached 46 k.p.h. In 1833 regular passenger services were planned.

In 1844 the railway act was passed which stipulated that every company had to run at least one train in each direction at a cheap rate of 1d. The standard gauge was chosen 4ft 8.5 ins.

By 1838 George Stephenson's son Robert had finished working on the London to Birmingham railway. The 1840's saw many changes which improved railways.

Activity 3 | What was third-class train travel like in the nineteenth century?

After investigating the reasons for the development and growth of the railway system, the class was given a collection of contemporary sources to use as a basis for their description. Luckraj's account began with a summary drawn from a study of all the sources, but developed into a rewriting of two of the sources, with no reference to the others.

> Third class trains compared to thirst class trains are practicly hot, stuffy, squashy, bumpy, and very uncomfortable. In a third class train there are three very very dangear reasons why you shouldn't go by the engine. Firstly in case there is an explosion you can lose a arm or a leg or sometimes even both. Secondly vibration is very much reduced the further you get from the engine. And thirdly if you sit with you back to the engine you will avoid being chilled by a cold current of air which passes through these open waggons and it will saive you from being blinded by the small cinders. The third class carriges have seats which are only 18 inches high. Since the sides and ends of the carridge are only two feet above the floor, any one who is standing up when the train is either unexpectedly put in motion or stopped is in great danger of being thrown out, if they are standing near the side or end. Those sitting near the sides are also in danger of falling. Besides, the exposure to the chilling winds must be very injurious. If you are travelling from Bristol to London it may often remain exposed for 10–12 hours.

Activity 4 | Doctor! Doctor!

After studying the growth of industry in Wales, and in particular the effects of the coal industry on Cardiff, the class investigated the physical effects of their work on the miners themselves. They were given some information sheets about illness and injuries suffered by miners, and then each group took part in a role-play exercise, using a teacher-prepared script, showing miners discussing their symptoms with a doctor. Each pupil was then asked to write up the doctor's notes on his patients. In his notes Luckraj matched the symptom with the diagnosis, and gave some accurate reasons for the symptoms.

Cardiff
South Wales   November 1880

Dr

Name of Patient

What is their problem?

What is the name of their problem?

How did they get the problem?

What treatment to make them better?

* Now use your imagination.
  You are a doctor in a mining community in the 1880s.
  You see several patients who are coal miners.

1. John Jones is suffering from very bad breathing.

2. Dai Evans can't see in the sunlight.

3. Bill Thomas has a big lump sticking out from his stomach.

4. Ted Warren has a bad cut that is oozing pus.

5. Jim Stephens is getting very bad headaches.

6. Gwilym Roberts has terrible back pain.

* For each patient you must write a brief report.
  In it you should mention:
  - the person's name
  - the person's problem
  - what disease you think the person has got
  - how you think the person caught the disease
  - how you think the person can get better

HERE IS AN EXAMPLE FROM CLASS 9/1/4
"Mr John Jones was my first patient. Mr Jones couldn't breathe when he walked upstairs. I listened to his chest and I think he has got pneumoconiosis. I think he caught this by breathing in lots of coal dust. Mr Jones needs to get a new job in the fresh air."

DOCTOR ! DOCTOR

Coal miners didn't just face injury from roof collapse or explosions. They also faced suffering from some dangerous diseases or problems.

* Match up the problems on the left
  with the definitions on the right

Pneumoconiosis	Very bad headaches
Nystagmus	Bad muscle pain
Ruptures	Lungs clogged with coal dust
Septicaemia	Tearing internal muscles
Migraines	Blood poisoning
Rheumatism	Blindness

Name of problem	What is the problem?	How they got the problem	How to make it better
Pneumoconiosis			
Nystagmus			
Ruptures			
Septicaemia			
Migraines			
Rheumatism			

5.) Jim Stephens is getting very bad headaches — because he is spending to much time under the coal mine.

6.) Gwilym Roberts has terrible back pains. I think it is from pulling those heave coal carts, lavender oil would help twice a day to ease the pain.

Summary and overall judgement

Levels 2 and 3 were considered and Level 3 was judged to be the best fit.

Luckraj demonstrates a *knowledge of some of the main events, people and changes* in the eighteenth and nineteenth centuries (characteristic of Level 3). In Activity 1, Luckraj also demonstrates an *awareness that the past can be divided into different periods of time* and that there are *differences between these periods* (characteristic of Level 3). He gives s*ome reasons for . . . changes*, another characteristic of this level.

In Activity 3, Luckraj *answers questions about the past using . . . historical sources* (characteristic of Level 3), but although his introduction provides some evidence that he is beginning to *select and combine information from historical sources*, a characteristic of Level 4, the rest of his response is a rewriting of two of the sources given, more characteristic of Level 2.

Luckraj also demonstrates in Activity 4 an understanding of the *results of the main events . . . and changes* (characteristic of Level 3), but there is no evidence in his work that he *identifies . . . the different ways in which the past is represented* (characteristic of Level 3) although in Activity 3 he identifies the different ways in which contemporary writers have represented train travel. In this respect again his work is more characteristic of Level 2.

As a next step, Luckraj needs opportunities to develop his confidence in selecting and combining information from sources, and in identifying the different ways in which the past has been represented. He will benefit from opportunities to investigate the ways in which modern representations and interpretations are based on contemporary sources.

Mahnoor | **Level 6**

Mahnoor is a 14-year-old learner in Key Stage 3.

Her teacher knows much more about Mahnoor's performance than can be included here. However, this profile has been selected to illustrate characteristic features of Mahnoor's work across a range of activities. Each example is accompanied by a brief commentary to provide a context and indicate particular qualities in the work.
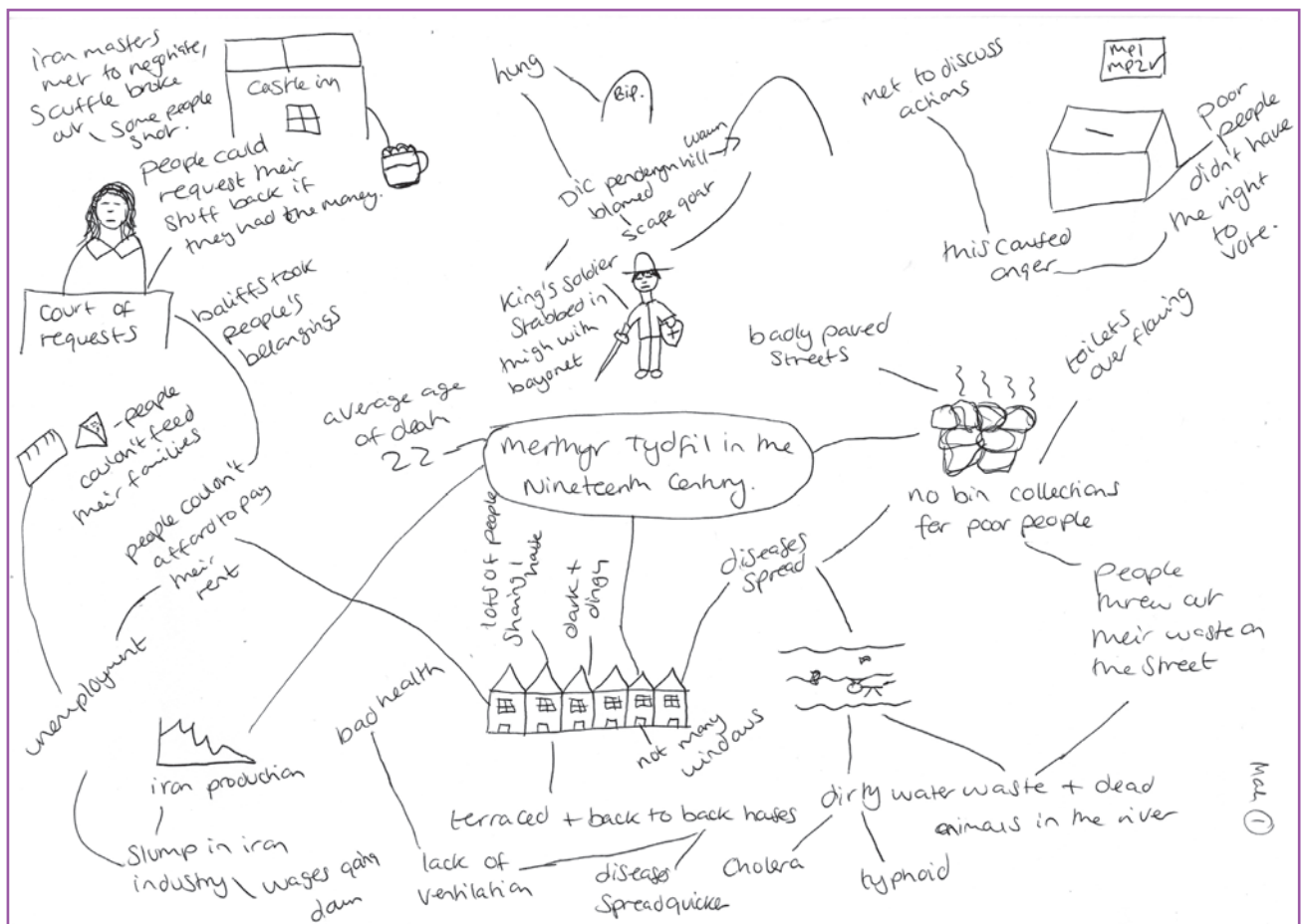
Mahnoor's teacher judges that her performance in history is best described as Level 6.

Mahnoor's teacher planned for the class to investigate the changes that occurred in Wales as a result of the Industrial Revolution, and made a case study of Merthyr Tydfil in the nineteenth century. They investigated the reasons both for the Merthyr riots and for the continued immigration to Merthyr, and how events and changes in Merthyr fitted into the bigger picture of social and political change and development in the nineteenth century. The scheme of work for the year provided opportunities for the pupils to develop their skills across each of the five strands of the programme of study.

In discussions, the teacher also encouraged the class to reflect on personal and social education issues such as the effect of the environment on health and the moral issues relating to working conditions.

Activity 1 | Mindmap of conditions in Merthyr Tydfil and their effects

Mahnoor made this map as an independent rough note of a group discussion about the causes of the Merthyr riots in 1831. Her teacher felt that it provided helpful evidence for the thinking characteristic of her work. The links she made between the detail of living and working conditions in Merthyr and the slump in the iron industry, for example, demonstrated that she was making links between outline and detailed knowledge and understanding of the history of Wales and Britain. She also analysed relationships between features of this period and the causes and consequences of events and changes.

Activity 2 | 'What should Dafydd do?'

The class used a textbook, *Turning Points in Welsh History*, which was structured around the history of one family during the Industrial Revolution. Using information from the book, the class were asked to consider two differing points of view about moving to Merthyr to look for work. Mahnoor's work clearly sums up the arguments on both sides, and in her final piece of extended writing she examined, and was beginning to analyse, the causes and consequences of events and changes.

Dafydd's Dilemma

Dafydd is eighteen years old. He is a farm labourer working on a farm in the Brecon area. He is tempted to look for work in the Merthyr area, but is having some trouble making up his mind. He has asked his sister and brother for advice. Unfortunately for Dafydd, they don't agree.

> Don't go Dafydd. I have heard that it is *Hell on Earth*.

> It will be a wonderful opportunity...

What should Dafydd do?

"Don't go Dafydd. I have heard that it is Hell on Earth."

There is an increased risk of disease because of overcrowding. There is a lot of pollution coming from mines and factories. The work is hard. Poor wages if you're not a skilled worker. There is a lack of sanitation. Houses are built using poor materials. You could get drawn into a riot. You'll get paid in tokens. The rents are very high. Poor safety in the factories.

"It will be a wonderful opportunity...."

If you became a skilled worker, you'd get good wages. You would gain a better standard of living. You would learn new skills. You'll have a chance to meet and mix with different nationalities of people. You'll have a better social life because you can go to pubs, clubs, churches and chapels. There will be lots of markets and shops so you can buy new things. If you get richer, then you can vote. It will be exciting. The town will be forever changing. You'll never get bored.

On the one hand, Dafydd should go to Merthyr to start a new life because it will give him a chance to learn new skills so that he has a chance to be come a skilled worker which will mean that he could earn good wages. If this happens, he will have a better standard of living because he will be able to afford a private residence filled with luxuries such as mahogany furniture and glass fronted cabinets. Even if he does not become a skilled worker, he will have the chance to meet and mix with people of different nationalities, such as Irish, Scottish, English and even Turkish people who have emigrated looking for work. He will also have an opportunity to mix with people from around Wales who have migrated in search of a better life. This will enable Dafydd to learn of different customs and cultures. He will be able to socialise with his new friends and colleagues in the many pubs, clubs, churches and chapels. Dafydd will be able to buy what he needs from the many shops and markets which are thriving with goods. Also, if Dafydd becomes a respectable member of society, he may have a chance to vote.

However, Dafydd should consider carefully his decision t move to Merthyr because there will be an increased risk of disease due to overcrowding and a lack of sanitation. Typhoid, Cholera, and T.B. are spread easily in the cramped conditions. He will have to start out sharing a house with strangers, living as a lodger. There will also be a lot of pollution coming from the mines and factories which will also be bad for his health. Many of the houses will be built using poor materials, being dark, damp and dingy. The rents may also be very high, and Dafydd may struggle to afford his rent, or even necessities such as food. If he lives in a back-to-back house, then there may be a lack of ventilation. The work in the Iron Works will be very hard the hours long and the wages poor. The work may also be very dangerous because of the lack of rules on safety in the workplace. The wages may even be paid in tokens meaning that Dafydd will be forced to use the company shop. This may mean that he will go into debt and may have a visit from the baliffs form the Court of Requests.

After careful consideration of both arguments, I think that Dafydd should go to Merthyr to start a new life because it will be an exciting and new experience for him. He will never be bored in Merthyr because the town is forever changing and developing. Also, life is about taking risks, and if Dafydd decides not to take this one then he might be missing the biggest opportunity of his life.

Activity 3 | Evidence for the history of Merthyr

In this activity the class reviewed the evidence they had used, as preparation for a final overview essay, where they would be asked to use the evidence to support their accounts. Mahnoor's responses to the questions indicated that she was identifying and evaluating historical sources, but that she was less confident in describing historical interpretations, owing to the fact her list of interpretations only referred to contemporary accounts, suggesting that she did not distinguish between points of view and interpretations. She also included site visits and primary documents with interpretations such as films and documentaries, websites and museums. However, there was some evidence in her response to 'Questions I would like to ask about the interpretations' that she could suggest lines of enquiry, and identify and evaluate historical sources.

What types of evidence did I use?
- I used evidence like paintings and illustrations.
- Text books on welsh history
- Historical texts
- Extracts from primary documents (eg tourist guiders)

Merthyr Tydfil

What other types of evidence could I have used?
- films and documentaries
- websites about Merthyr's history.
- Site visits
- More primary documents
- museum visits
- Database information (occupations where people lived, ages, ~~had~~ causes of death)

What different Interpretations have I seen?
- positive tourist guide descriptions ("Merthyr was clean with lots of shops and markers")
- Negative descriptions of people living in Merthyr at the time ("Merthyr was a vision of hell")
- Negative descriptions from School textbooks ("pollution, poor housing")
- Positive descriptions about social life and churches and chapels from tourist guides.

Questions I would like to ask about the interpretations
- Are the views of the time one sided and if so why?
- why do some school text books only concentrate on the negative history of Merthyr?
- How accurate are the paintings and were they painted at the time or later on?

Activity 4 | 'How did the Industrial Revolution change Wales?'

The final piece of work the class undertook on this topic was an overview of the 'Big Picture' of the Industrial Revolution, of which Merthyr was a microcosm. In this essay, Mahnoor selected, organised and deployed relevant information to produce a well-structured narrative, making appropriate use of dates and terms. She referred appropriately to historical sources to support her conclusions, using both contemporary evidence (the guidebook description of the Rhondda on page 1, and the description of Merthyr in 1848 on page 3) and later interpretations, such as that of O'Leary on page 2 and Evans on page 4. However, there was no evidence in this account that Mahnoor was evaluating these sources or using them critically in relation to the specific question. In discussion with Mahnoor, her teacher found that she believed that all these sources were of equal value, since they were all used in the textbook. She was also inclined to assert that all contemporary sources are better than later interpretations. It was clear that she would need to be given further opportunities to develop her knowledge and understanding of this aspect of history.

How did the Industrial Revolution
change Wales (1760-1914)?

Advances in industry had been happening in the United
Kingdom since the 1600s, but from around 1760 the pace of
change sped up considerably. The period from around 1760
to 1914 is therefore known as the Industrial Revolution
and it brought great changes to Wales because before the
Industrial Revolution, Wales was quiet and peaceful, with lots
of countryside. There was many open spaces for where you
could just run for miles. There was little pollution because
there were no factories and there was also a small
population in Wales. A guidebook called "a description of
the Rhondda" said "she valley stretched, for 10 miles. The
meadows were emerald green and the air was most
refreshing. It is the gem of Glamorganshire." But while
the Industrial Revolution was happening there was more
pollution in the towns because of factories, it was
overcrowded because people were coming to Wales for
jobs in the mines. It was also very dirty and noisy.
These changes were extremely important as the industrial
Revolution brought a lot of wealth, jobs and houses to
Wales.

Many people began to move from the countryside in search of
work in the new industrial towns, this was because there
was much better pay, more jobs in the town than in the
countryside. People also moved because it was boring
in the countryside and it was exciting living in industrial
towns. The jobs were hard in the countryside because most
people in the countryside worked on farms, which was mostly physical
work. People wanted money so they could buy food for their

families. People also moved to towns to see things that they have never seen before. Lots of people from Ireland moved to wales because of the potatoe famine, O'Leary said in 1996, "Tens of thousands were forced to leave their home and emigrate to find a better life. Many ended up in the parts of South wales, and moved on to towns in the valleys." The potatoe famine was a shortage of potatoes and over one million irish people died because of it. The new types of work included jobs in the mines, machinery and ironworks. The types of jobs were pudlers, furnace men and haulers. Soon industrial towns began to become overcrowded and populated.

Many changes occurred in Industrial towns as they grew. At first there were many problems such as back-to-back housing, this type of housing was quite dangerous because there was very thin walls which spreaded diseases easier. They also made towns overcrowded because the builders who made the houses didn't care about the safety of the inhabitants and only cared about the money they were getting from building the housing. Over and under houses were a house on one level and a cellar on another level. People who owned these types of houses rented the cellar to other families who needed shelter. Most of the houses in Merthyr were "dark, dingy and cold". The houses were lacking furniture and hardly no one could afford to buy expensive furniture that was made of exotic woods like mahogany, which is still expensive today. At this time, there were many diseases around like cholera, typhoid and T.B. The diseases came from the rubbish that was thrown onto the streets by people living in the back-to-back houses. The streets were also quite dangerous because there was poor lighting and the

pavements were not built properly, a visitor to Merthyr Tydfil, in 1843 said "The footways are seldom paved, the streets are ill-paved and with bad materials and are not lighted. The drainage is very imperfect. There are few underground sewers, and the open gutters are not regulary cleaned out. Dustbins are unknown and the refuse is thrown into the streets." This was because of the overcrowding of people in a small space and the government wouldn't help, this was called laissez-faire which meant leave alone in french. However, some improvements were made in towns throughout the nineteenth century such as more furniture, people started to be able to buy better furniture, the streets got cleaner because sewers were built in the towns. There were more jobs for people moving to wales and there was new buildings being built, these were churches, chapels, clubs and many more. This was because pay went up, factories were making more money than usual, the council helped to clean up the streets and there was also community help. Where conditions in towns remained poor many people began to riot and protest.

many people began to protest in wales. They were angry with the toll gates being put up all across wales and there would be people charging you to get past, these toll-gates could be every mile. The turnpike trust put the gates up. There was a bad harvest which made farmers very frustrated because if they didn't have any crops to sell, they wouldn't get enough money to buy food for their family. There was a slump in the iron trade which meant low pay for ~~wales~~ workers. There was bad conditions in houses and factories and people had no political rights. They also weren't allowed the water. The protestors had some success overall as the toll gates were spread

out more to seven miles apart and the price was reduced to 4d. The roads got better, the factories were in better conditions and they also got safer and cleaner. Most working men got the right to vote. a man called William Lovett wrote up the chartist demands, they were secret voting by ballot, votes for all men over 21, members of parliement to be paid, no need for members of parliament to own property, parliamentary elections every year and no need for members of parliament to own property.

Many improvements were made throughout the industrial revolution, there was better transport because trains were invented, there was better houses and better hospitals which meant less people were dying. They also knocked down the slums, there were better roads and there were also better facilities, like taps and toilets. Improved transport meant that they could move coal to ports for transport (merthyr to cardiff) and then you could sell it abroad. In 1996, David Evans who wrote "Wales in Industrial Britian" said "In 1830, there were only 157 kilometres of (railway) track in the cantry. By 1880, a network of 25,000 kilometres of railtrack covered the cantry" working men where provided with more rights, the votes and clubs to go to.

By 1914, wales had changed considerably. The main changes brought to wales by the Industrial Revolution were better transport, this is shown because trains were invented. Wales became richer because wages went up and factories were making more money. People had better lifes because everyone in wales was getting better wages, so they could buy better things like furniture. There was also better conditions on the streets, in the houses and in the factories because all the rubbish was cleaned up.

Summary and overall judgement

Levels 6 and 7 were considered and Level 6 was judged to be the best fit.

In Activity 4 Mahnoor *describes past societies and periods and makes links between features . . . across periods* (characteristic of Level 6). In Activities 1 and 2 she *examines, and is beginning to analyse, the causes and consequences* of the living and working conditions in nineteenth-century Merthyr Tydfil, while in Activity 3 she *evaluates historical sources* and begins *to develop lines of enquiry,* all characteristics of Level 6. Some of the characteristics of Level 7 are evident, as when she *makes links between her outline and detailed knowledge . . . of history*, and *analyses the causes and consequences of events and changes* in Activities 1 and 4, and she produces *well-structured narratives, descriptions and explanations, making appropriate use of dates and specialist terms*. However, her work on interpretations of history in Activities 3 and 4 is more characteristic of Level 5, since although she *knows that some events and changes have been interpreted in different ways and has suggested possible reasons for this*, she is not yet *beginning to explain different historical interpretations* (characteristic of Level 6). In addition, her evaluation of sources in Activity 4 suggests that she does not always *use them critically to reach and support conclusions* (characteristic of Level 6).

In order to make further progress in history, Mahnoor will need opportunities to develop her skills in using and evaluating sources, especially interpretations. She will benefit from having opportunities to apply her skills of analysis and her outline and detailed knowledge and understanding of history to a range of different contemporary sources that have clear links to later interpretations.

Acknowledgements