

THIS IS HISTORY!



Dying for the Vote

TEACHERS' RESOURCE BOOK

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Acknowledgements

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◆ Why use *Dying for the Vote* in the classroom?

No, it isn't too hard (or too early) for Key Stage 3 pupils to get involved with political history.

Yes, the story of the Chartists is gripping – even to 12 and 13 year olds.

Yes, it does make the vote and active participation relevant to your pupils' lives.

It develops political literacy.

No, this isn't just the story of Emily Davison being killed by a horse.

Here are some opportunities *Dying for the Vote* offers.

1 Develops key historical skills and concepts

Dying for the Vote provides interesting depth studies through which pupils develop their knowledge and understanding of the century that saw the most fundamental changes in society to date. Pupils engage with a wide variety of evidence including the first political photograph (1848 Chartist meeting), suffragette souvenirs and a host of photographs from the women's campaign for the vote.

2 Provides a citizenship-based unit in the history scheme of work

Dying for the Vote integrates the QCA unit 12 scheme of work into a historical depth study. The story of ordinary people who were willing to die for the right to vote is explored and then pupils are asked to consider why people should bother to vote today. These case studies of the Chartists and suffragettes give pupils the opportunity to understand the reasons why the vote brought about change. They ask pupils to consider important questions such as 'Was it justified to use violence to get the vote?' Finally pupils are encouraged to consider ways in which they can effect change in their own lives.

3 Uses fascinating case studies from 1800–1920

The case studies of the Chartists and suffragettes provide plenty of political history but this is examined against the backdrop of social and economic conditions. Pupils are asked to consider why people who worked in factories or those who experienced the workhouse were so desperate to join the Chartists in demanding the vote. However, it isn't a matter of the old knife and fork question (the idea that hunger brings about discontent) as pupils learn that there had been a revolution in France and riots in Britain. Likewise the struggle for women to vote is seen in a wider context of fighting to overturn laws preventing women from doing the same jobs as men.

4 Focuses on real people

Yes, all history is about people but some seem more real than others! *Dying for the Vote* is about ordinary people; people with apparently no power or influence. *Dying for the Vote* gives you the opportunity to show your pupils

that history is from below as well as from the top. Feargus O'Connor guides them through the story of the Chartists. Later they meet Annie Kenney, Mary Gawthorpe, the Pankhursts, Emily and the horse!

5 A guide to persuasive writing and other literacy strategies

There are many activities throughout *Dying for the Vote* that allow pupils to develop their literacy skills. The literacy strategy specifically requires pupils to practise skills of explaining, arguing, analysing, describing, evaluating and persuading. These are all covered in the book. Special consideration is given to persuasive writing through the advertising campaign which is the consolidatory activity running through the book. Pupils are supported in their advertising campaign with modelled examples of all of the genres – posters, leaflets and TV adverts.

6 A focus on photographs and visual sources

The case study of the suffragettes provides a useful vehicle for using photographic evidence in the classroom. The WSPU were out to get as much publicity as possible for their cause and photographs provided them with another weapon in their propaganda campaign. Suffragette supporters took many of the photographs. Pupils are asked to examine them and to suggest whether we should believe what they are showing us, as well as how historians can use visual evidence. Photographs of goods in the suffragette shops give pupils the opportunity to compare propaganda of the 1910s with that of a football team today!

7 Shows how the past is relevant to the present

It is important that history provides pupils with relevance for the present. Content that is relevant to the needs and interests of pupils is a key feature of the citizenship requirement. *Dying for the Vote* does this not only through the development of historical skills but also by relevant content. We all know there is too much history to cover in Key Stage 3 and that teachers have to be selective. Investigating ideas about how change came about is directly relevant to young people today. Pupils are asked to carry out questionnaires with relatives and friends about issues that concern them. They are also asked to discuss and think of ways of influencing change in their schools and communities. This is a requirement of the citizenship programme of study.

8 Gives opportunities for assessing the media

Throughout the book pupils are working towards producing their own advertising campaign on the theme 'Voting Matters'. They have to produce three posters, a leaflet and a TV advert. In the preparation for this pupils are shown how to deconstruct posters and how advertisers target particular groups. Developing the skills of scripting a TV advert helps to address another literacy strand but is also lots of fun! The final 'campaign' can be produced as individual work, as paired work or by small groups leading to a class presentation or a display.

9 It is part of a coherent course

Dying for the Vote continues to use key ideas and skills that pupils will be familiar with from other Key Stage 3 topics. Source evaluation, key turning points, writing to persuade and a significant historical outcome activity are all here. Understanding of concepts such as power and the fight for justice is also covered in 'King' *Cromwell?* and *Impact of Empire*. The social and economic changes of the Industrial Revolution, introduced in *Lost in Time*, are picked up again here as the backdrop to political change.

◆ **An overview of the structure of Dying for the Vote**

Section I *Why did people die for the vote in the 1800s ... and did it do any good?*

Introduction **Can you persuade the couch potatoes to vote?**

- ◆ Describes voter apathy today linked with moans about the state of the country
- ◆ Activity: questionnaire of people's concerns today and discussion of why people wanted the vote in the nineteenth century

Unit 1.1 **Why were people so angry in 1830?**

- ◆ Outlines why people wanted the vote and methods used to fight for it
- ◆ Activity: report on living and working conditions to illustrate why the vote was important to get change
- ◆ Helps pupils write a persuasive speech
- ◆ Activity: give advice to Wellington on how to deal with rioters

Unit 1.2 **Would you join the Chartists?**

- ◆ Investigates why life doesn't get better after 1832
- ◆ Activity: sort out the types of grievances people have and explain why they might join the Chartists

Unit 1.3 **Did the Chartists succeed?**

- ◆ Outlines the events of 1838–48, Chartist methods and government reactions
- ◆ Activity: was 1848 to be Britain's year of revolution?
- ◆ Outlines improvements after 1848
- ◆ What makes a good poster and tips for persuasive writing
- ◆ Activity: Poster 1 and page 2 of the advertising leaflet

Section 2 *Why did women die for the vote?*

Unit 2.1 Why did women need the vote?

- ◆ Investigates the range of problems women faced in the late nineteenth century
- ◆ Activity: argue your case for votes for women

Unit 2.2 How did women try to get the vote?

- ◆ Describes the range of methods – peaceful and violent – used to campaign for the vote
- ◆ Deals with photographic evidence
- ◆ Activity: how can we use photographs as evidence?
- ◆ Activity: investigate what happened to Emily Wilding Davison

Unit 2.3 Why did women get the vote?

- ◆ Introduces a range of factors explaining why women got the vote
- ◆ How photographs have changed
- ◆ Activity: how were photographs useful to the suffragettes and their opponents?
- ◆ Activity: explain why women got the vote

Section 3 *Conclusions*

Unit 3.1 Did voting make a difference?

- ◆ Some of the social, economic and political changes achieved since everyone got the vote
- ◆ Activity: add a second poster to the advertising campaign
- ◆ Activity: what can you do to bring about change?

Unit 3.2 Why is voting important?

- ◆ Voting today – some differences in opinion
- ◆ Helps with constructing a storyboard for a TV advert
- ◆ Activity: complete the advertising campaign persuading people today to vote

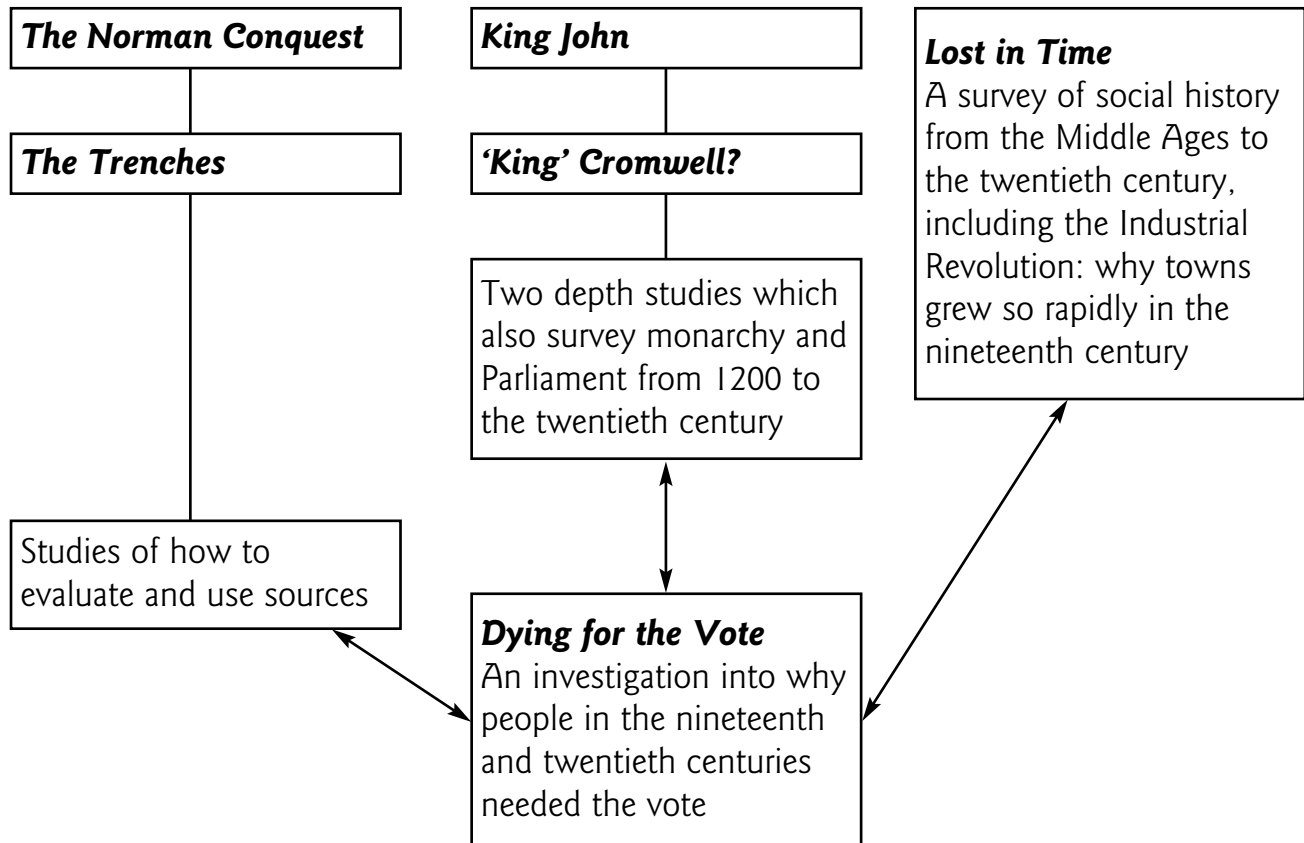
Unit 3.3 Heroes and heroines

- ◆ A review of the characters met in *Dying for the Vote*
- ◆ Activity: choose a hero and heroine for the cover of the leaflet

Unit 3.4 History is about us!

- ◆ The ideas of some young people about history
- ◆ Citizenship skills
- ◆ Activity: can ordinary people be important in history?
- ◆ Activity: design a modern-day charter

◆ *How Dying for the Vote links to other books in the This is History! series*



◆ *How Dying for the Vote develops knowledge, skills and understanding*

A long-term investment in transferable skills

History is more than just knowledge. *Dying for the Vote* helps pupils to develop the key historical skills in a stimulating context. Many of the skills are crucial for the rest of Key Stage 3. When trying to raise standards, there is every point in starting work early when Y7 pupils are motivated and intrigued. Core skills will need to be reinforced regularly but, if pupils are taught such skills early on in a memorable and

stimulating way, they can transfer these skills to new learning situations. This raises pupil confidence and accelerates the pace at which future units can be taught. The strategies put forward in this book for teaching how to use sources are all transferable to later contexts.

Delivering the National Curriculum

The knowledge, skills and understanding in the Key Stage 3 programme of study are all developed through the activities in the Pupils' Book.

Aspect identified in the National Curriculum	How <i>Dying for the Vote</i> delivers
Chronological understanding	There are two distinct chronologies in the book. Section 1 deals with protest and campaigning for the vote from 1800 to 1848. At the beginning of the book pupils are asked to use a timeline (Worksheet 2) to think about why people wanted the vote and the methods they used. This is to give pupils a quick overview at the beginning of the book. Section 2 deals with the campaign for women's right to vote from the 1860s to 1918. The suffragettes' campaign from 1903–18 is looked at in detail.
Knowledge and understanding of events, people and changes	Units 1.1, 1.2, 1.3 and 2.2 explore the characteristic features of the campaign for the vote in the nineteenth and early twentieth centuries. The impact that voting has had on the lives of ordinary people is considered in 1.3 and 3.1 (2a and b). Units 1.1, 1.2, 1.3 and 2.1 allow pupils to explore the reasons why men and women campaigned for the vote (2c). Unit 1.1 looks at the build up of social and economic problems during the Industrial Revolution and gives pupils the opportunity to detect patterns, while 1.3 explores why Chartism faded away as the period progressed (2d). Unit 3.3 focuses on the significance of particular individuals in the struggle for the vote (2e).
Historical interpretation	Unit 1.3 asks pupils to consider differences in contemporary viewpoints between Wellington and O'Connor and Unit 2.2 examines differences in interpretation about the actions of Emily Wilding Davison (3a). Unit 2.2 gives plenty of opportunity to develop skills of interpreting photographs used by the suffragettes (3b).
Historical enquiry	The whole book is enquiry based: each unit is an enquiry asking a historical question. Unit 2.2 develops pupils' skills of using a range of sources including artefacts and photographs (4a) as well as evaluating sources as propaganda (4b).
Organisation and communication	Pupils are provided with frequent opportunities to communicate their knowledge and understanding of history using a range of techniques, including spoken language and substantiated explanations. In particular, Units 1.3, 2.2, 2.3 and 3.3 develop writing skills. Unit 1.3 focuses on <i>persuasive writing</i> , giving detailed modelled examples and useful tips for pupils to use when writing their leaflet. Unit 2.3 gives the opportunity to <i>explain</i> reasons why women got the vote. Unit 2.2 allows pupils to use what they have learnt to <i>argue</i> their viewpoint about the use of violence by the suffragettes while Unit 3.1 encourages pupils to argue a case about whether doing nothing is the worst choice of all today. Unit 1.3 incorporates discussion tasks, which involve active <i>listening and speaking</i> .

If the teaching of key thinking and communication skills is not incorporated into curriculum planning, pupils will not be able to develop or demonstrate their knowledge and understanding effectively.

This book recognises that, to achieve success in history, pupils must organise and communicate their ideas constantly, whether they are doing 'extended writing' or not.

◆ *How Dying for the Vote contributes to learning across the National Curriculum*

The 2000 National Curriculum represents a real opportunity for history departments to re-establish the place of history as central to pupils' all-round learning. Why should the curriculum time allocated to history be cut to make way for citizenship, ICT, literacy and numeracy when history can deliver these new initiatives effectively and in a stimulating context? It is important that history teachers make senior managers, head teachers and governors aware of the range of ways in which history can contribute to whole-school initiatives such as literacy and citizenship. We must raise the profile of history within our schools. We all know that it is the most important subject in the curriculum – now is an ideal time to prove it!

Specific examples of how *Dying for the Vote* makes a valuable contribution to learning across the curriculum are given below.

Promoting citizenship

How to deliver the content and skills outlined in the Key Stage 3 programme of study for citizenship is a central concern of many schools. How do we provide a stimulating context for the development of the key skills? How do we help our pupils to develop their knowledge and understanding of such varied and complex issues? History can provide the answers!

The table below demonstrates how *Dying for the Vote* addresses, in a history context, the issues, knowledge, skills and understanding required by the citizenship curriculum. The activities in the Pupils' Book make apparently remote and irrelevant knowledge meaningful, whilst key skills are developed in a stimulating and motivating context.

Aspects of citizenship identified in the National Curriculum	How <i>Dying for the Vote</i> delivers
Knowledge and understanding about becoming informed citizens	The central theme of the book is the electoral system and the importance of voting (citizenship 1e). The book describes the historical background of democracy in Britain today through the struggle, first of the Chartists, then of women, to be represented. This is central to pupils' understanding of the present. This book includes the majority of examples given in the QCA citizenship scheme of work, unit 12: 1832 Reform Act, beliefs about the role of women, Chartist aims and methods, 1867 Reform Act, how and why women fought for the vote and what is the point of voting today?
Developing skills of enquiry and communication	<i>Dying for the Vote</i> uses a range of different types of sources, asking pupils to look at evidence such as artefacts and photographs as examples of propaganda, to deconstruct posters and to look at how TV adverts are put together. Pupils are required to reach judgements about sources and to justify them in writing (citizenship 2a, b and c). In addition, <i>Dying for the Vote</i> contains many opportunities for pupils to consider different points of view, about the government as well as radical campaigners (citizenship 3a).
Developing skills of participation and responsible action	Right at the start, pupils are asked to carry out research with members of their family, friends or local community about issues of concern to them. This research is returned to when constructing the 'Voting Matters' advertising campaign. Finally, pupils are encouraged to think about how they can actively campaign for change in their school or local area, as well as to produce a modern-day Charter (citizenship 3b and c).

INTRODUCTION

Promoting literacy

Literacy matters. It really does! If pupils get better at history they get better at literacy, and vice versa. Literacy is not an optional extra; it needs to be integrated fully into the history curriculum. History can be the best vehicle for literacy if handled appropriately. *Dying for the Vote* develops literacy in a wide range of different ways:

- ◆ the ability to read and use written information
- ◆ speaking, listening, writing and critical thinking skills
- ◆ pupils' ability to plan, draft, revise and edit their own writing (see, for example, the persuasive writing tasks in Unit 1.3)
- ◆ the ability to understand, use and be able to write in a range of non-fiction text types.

Reading and listening

The main literacy task is to produce the advertising campaign. The main genre here is persuasive writing. Consequently, in Unit 1.1 pupils are shown how to identify persuasive writing by being given a contemporary source to study before they write their own. Likewise listening skills are developed (Unit 1.3) through paired and group work where pupils have to become active listeners in order to complete particular tasks.

Writing

Throughout *Dying for the Vote* pupils are expected to write in four main non-fiction types as shown below.

Building on the Literacy Strategy

The Key Stage 3 Literacy Strategy builds on the achievements of the work in Key Stage 2. The tasks in this book have been written with this in mind, using the helpful advice of Key Stage 3 literacy advisers.

In Section 1 pupils are given tasks with worked examples to support their development. Providing models is very important in order for pupils to achieve their best as it helps them to know what to look for in biased or persuasive writing. A particular feature of this book is developing skills of analysing advertising, such as posters and TV adverts.

This book, like others in the series, uses the support of hamburger paragraphs. Familiarity with such techniques will help pupils with their work. Some pupils will need this help throughout the book. Others will only need reminding of how to write a successful paragraph rather than a detailed structure. While it is important that pupils feel safe in the knowledge that support is available, it is also important that help is gradually withdrawn so that pupils can make mistakes – and learn from them. It is only by making mistakes and revising work that real progress is made. After all, there are no models or writing frames at GCSE, and Year 11 is too late to start teaching them. It would be an important exercise for a history department to identify and list their different literacy requirements and to ensure that they are introduced, with plenty of support, in the early parts of Key Stage 3.

Non-fiction text type	Purpose	Example from <i>Dying for the Vote</i>
Report	to describe the way things are	Unit 1.1: pupils write a report outlining the problems people face in their living and working conditions.
Explanations and accounts of historical events	to explain how and why something happened and what its consequences were	Unit 1.2: pupils build up a range of reasons why people might want to join the Chartists. Unit 2.3: pupils write an account to explain the different reasons why women got the vote.
Persuasive writing	to argue the case for a point of view	Unit 1.1: pupils write a persuasive speech for Feargus O'Connor. Unit 1.3: pupils write the first page of the leaflet and design the first poster persuading people today to vote. Units 3.1–3.3: pupils complete the advertising campaign by writing the storyboard for the TV advert, the leaflet and two posters persuading people today to vote.
Arguing different viewpoints	to argue both sides of a case or situation	Unit 2.1: pupils argue the case for women having the vote.

◆ *Teaching and Learning: using Dying for the Vote in the classroom*

Teaching and Learning in Foundation subjects

The Teaching and Learning in the Foundation subjects initiative (TLF) was 'rolled out' to all schools in September 2002. It identifies nine basic principles of

effective teaching and learning against which all history departments should check their practice. These principles are all deeply embedded in the planning of this book.

Principle	Action
1 Focus the teaching	The objectives of this book are to investigate the reasons why the Chartists and suffragettes fought for the right to vote and the importance of voting today. This is done alongside developing the skills of handling evidence and writing persuasive text.
2 Provide challenge	Pupils are urged to think about important issues about fairness and equality as well as developing questioning skills in using visual sources including posters, leaflets and adverts.
3 Make explicit concepts and conventions	The learning objectives are made explicit to pupils throughout and important new skills are modelled by the authors including persuasive writing techniques.
4 Structure the learning	The enquiries in this book have clear objectives and structured development.
5 Make learning active	Pupils are encouraged to engage in making and using questionnaires, peer listening activities and sorting exercises.
6 Make learning engaging and motivating	The writing, pictures and artwork are varied and stimulating. The tasks and enquiries are engaging particularly the advertising campaign running throughout the book.
7 Develop well-paced lessons with high levels of interaction	The book has pace and variety. The vote is considered within the context of social, political and economic conditions, and through studying the fascinating stories of ordinary people. Pupils are encouraged to discuss their ideas with others both in the classroom and in their wider community.
8 Support pupils' application and independent learning	Writing frames, modelling techniques, prompts and data-capture tables form the basis of how pupils work throughout the book.
9 Build reflection	Section 3 focuses specifically on asking pupils to consider the importance of voting both in the past and in the present day. Finally pupils are asked to think about the skills and important issues they have learned from studying history.

Main features

Preparation

All of the units in *Dying for the Vote* ask important historical questions. It is therefore very important that pupils know the aims of the enquiry or piece of work that they are undertaking. Before beginning an enquiry, always read the questions and activities in the Pupils' Book and the descriptions and suggestions in this Teachers' Resource Book. The enquiry may extend over a few lessons, so pupils will need to be reminded of the overall aim. In the Detailed Notes that begin on page 19 of this book, information is given on:

- ◆ the purpose of each enquiry
- ◆ which questions to use for discussion and which for written work
- ◆ ideas for support or extension work.

There are a number of photocopiable worksheets for each unit. These provide support and extension material. Some of them are designed to be suitable for homework where it is impossible for pupils to use the Pupils' Book.

INTRODUCTION

Using the questions

Not all of the questions in the Pupils' Book are intended for written work, and the Detailed Notes provide guidance on which questions are best used for class discussion. These questions act as stepping stones towards the main question that dominates the enquiry. All questions, however, should be addressed in class or group discussion in some way, because they are designed either to introduce or to reinforce new ideas, skills and concepts.

Source material

Consistent with our aim of providing useful learning experiences, we have translated, simplified and edited written source material to make it accessible. Make it clear to pupils that spelling and punctuation have been modernised. However, the sense and meaning of all sources have been preserved.

The major historical skills on which this book focuses are (i) recognising and analysing bias and (ii) using biased sources. It is therefore important to encourage pupils to make use of the source lines as an important clue in this analysis.

Supporting pupils

It is important that pupils are not left to tackle each enquiry alone. The course has been written with the expectation that much of the material in the Pupils' Book will be introduced by the teacher. It is also good practice to read and discuss all sources with pupils. We are attempting to develop skills and understanding, which will not be achieved simply by always leaving pupils to work through the questions by themselves. Group work can also be helpful. Some pupils will contribute to small group discussion, and will risk putting forward ideas and answers, in a way that they would not in front of the whole class. Pupils tend to experiment more in small groups, partly because they are not so worried about getting things wrong.

Differentiation

Making history accessible to all

The questions and activities in the Pupils' Book are designed to be genuinely accessible to all abilities. We have allowed for differentiation by outcome. The principle is that the overall historical question remains the same for all abilities. What varies, and what determines the question's accessibility, is the amount of support given in terms of frameworks for research and communication of ideas.

Providing a structure

Pupils need help with how to structure their research and writing. The worksheets in this book provide a range of evidence-collection tables, sorting grids and writing frames.

Helping pupils to find the right language

Most pupils need guidance on how to write in an appropriate style, especially when formal essay writing

is required. Both the Pupils' Book and this Teachers' Resource Book aim to provide this in a stimulating and memorable way, thereby making history accessible to pupils of all abilities. Sentence starters are offered in the Pupils' Book for most of the main activities and these have been designed to help pupils to find the right language and to link their ideas together.

Writing frames as flexible friends

This Teachers' Resource Book provides differentiated support materials. These have been carefully designed so that teachers can offer appropriate levels of support. A range of different writing frames is provided here and within the Pupils' Book. Some provide basic outline structures while others provide more detailed help.

Extension activities

The worksheets provide a series of extension activities that could be used to provide higher attainers with extra challenges. The Detailed Notes (see pages 19–24 of this book) provide specific information on how these extension activities could be introduced.

Building in progression

Moving pupils forward

A central concern of this book has been to move pupils forward in their historical skills. Clear progression is built into the activities in the Pupils' Book.

Developing independence

Teachers can gradually encourage pupils to move away from a writing frame that offers a great deal of support to one that offers far less assistance. As they progress through the Pupils' Book and their confidence grows, it is also hoped that pupils will come to use the various structures as models that they can adapt. For example, they should develop the confidence to invent their own sentence starters and connectives.

Building in more complex concepts

Progression is not always achieved by removing structures. It can also be achieved by adding new layers and more complex concepts to the original structure.

Assessment

Meeting National Curriculum requirements

National Curriculum assessment in history requires teachers to reach a judgement about each pupil's work, based on the evidence of what pupils do as they progress through their Key Stage 3 course. Teachers look for the 'best fit' between the level descriptions and the work that the pupil has produced. The level descriptions are lengthy and varied because they derive from the knowledge, skills and understanding set out at the opening of the programme of study of Key Stage 3. It follows, therefore, that the work carried out by pupils should address all aspects of this knowledge, skills and understanding. **This is History!** provides sufficient opportunities for teachers to carry out their National Curriculum assessment.

For definitive reinforcement of this approach to assessment (and, if necessary, to help your case if your SMT have other ideas), see the National Curriculum in action website:

<http://www.ncaction.org.uk/subjects/history/targets.htm>

and

<http://www.ncaction.org.uk/subjects/history/judgemnt.htm>

The way in which this assessment is carried out in practice will depend on specific school assessment policies and how history departments interpret them. However, the two most common approaches are:

- ◆ to survey all of the work that a pupil has done over a period (say, half a year)
- ◆ to set specifically targeted tasks (say, four to six a year) which are the culmination of work done over some time.

This book supports both strategies by providing a number of smaller assessable tasks in addition to the major grouped tasks which make up the 'campaign' at its heart. The tasks in *Dying for the Vote* will provide evidence of all aspects of the knowledge, skills and understanding identified in the National Curriculum:

- ◆ **Chronological understanding** is provided through the two extended enquiries which make up Sections 1 and 2, especially Units 1.3 and 2.3, and by the overview in Unit 3.1.
- ◆ **Knowledge and understanding** of events, people and changes in the past is provided by Sections 1 and 2. Parts a and b form major elements of Units 1.1 and 2.1; part c ('to analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied') forms the core of the book. Evidence of attainment in parts d and e are provided by Units 1.3, 2.3 and 3.1.
- ◆ **Historical interpretation** is provided in units 1.3 and 2.2.
- ◆ **Historical enquiry** The whole book is shaped around historical enquiries, key questions and source-based investigations.
- ◆ **Organisation and communication** The big tasks on pages 32–35, 59 and 61–65 provide opportunities to assess this aspect.

If you choose to use the big 'campaign' tasks, the following task-specific statements will help you decide at which level your pupils are working:

1 The posters

A response characteristic of **Level 3** will show:

- ◆ some understanding of people and events of the period
- ◆ use of appropriate terms and dates.

A response characteristic of **Level 4** will show:

- ◆ factual knowledge of the people, events, changes
- ◆ knowledge of the wider society described
- ◆ some evidence of historical judgement and selection.

A response characteristic of **Level 5** will show:

- ◆ deeper factual knowledge

- ◆ awareness of links forward to our own time
- ◆ understanding of the significance of certain people or events.

A response characteristic of **Level 6**, or even **Level 7**, will show:

- ◆ wider contextual knowledge
- ◆ ability to make links (maybe comparisons) across time
- ◆ well-selected detail.

2 The leaflet

A response characteristic of **Level 3** will show:

- ◆ some awareness of the reasons for an event or change
- ◆ limited information base.

A response characteristic of **Level 4** will show:

- ◆ some reasons for and results of changes
- ◆ changes placed in sound knowledge base
- ◆ some structuring of material.

A response characteristic of **Level 5** will show:

- ◆ some reasons for and results of changes, with an awareness of the significance of these
- ◆ good use of knowledge base
- ◆ good structuring of the material.

A response characteristic of **Level 6** will show:

- ◆ sound understanding of reasons for and results of changes
- ◆ some ability to make links or comparisons across periods
- ◆ ability to select and organise knowledge to fit the structure.

A response characteristic of **Level 7** will show:

- ◆ ability to analyse reasons for and results of changes
- ◆ wide-ranging ability to make links and comparisons across time
- ◆ ability to structure the response with well-selected, detailed knowledge.

Evidence for assessment

The questions and activities in the Pupils' Book are designed to develop understanding rather than produce evidence for assessment. They will, however, provide opportunities to show attainment; although judgements about attainment cannot depend upon one piece of work. Such judgements should be made over a number of pieces of work and over a period of time. Teachers need to think more in terms of a pupil working towards the statement and showing some evidence of attaining that level.

No one judgement based on a single piece of work is definitive. There will always be factors, such as the way a topic was introduced to the class, the amount of support given or how a pupil feels on a particular day, which influence performance. When assessing pieces of work, teachers might wish to consider the following before giving out a grade linked to attainment.

INTRODUCTION

The level of difficulty of the exercise:

- ◆ the amount of source material used
- ◆ the complexity and length of the source material
- ◆ the complexity of the events being studied
- ◆ how familiar pupils already are with the content
- ◆ how the content is structured
- ◆ how the activity is structured
- ◆ the complexity of the activity
- ◆ how much support the teacher has provided
- ◆ how much support the Pupils' Book or a worksheet has provided. Has the pupil, for example, used a writing frame which provides detailed assistance or minimal assistance?

The quality of pupil response:

- ◆ breadth and depth of knowledge used
- ◆ historical accuracy
- ◆ quality of explanations
- ◆ selection and relevance of information
- ◆ planning and organisation
- ◆ independence and imagination
- ◆ critical analysis
- ◆ balance
- ◆ effective communication.

Classroom management

Timelines

Chronology is still important in this depth study. Timelines have been provided in this Teachers' Resource Book on Worksheets 2, 13 and 23. These can be given to pupils as sheets or made into OHT references. Many pupils will benefit from completing the living graph on Worksheet 34, which covers the whole period from 1800–1920 and serves as a useful overview.

Modelling effective writing

Pupils should be encouraged to look beyond the content of their written work and to think carefully about how they organise and express their ideas. They need to be encouraged to think, directly and self-consciously, about all of the different components that go into producing a piece of writing.

Pupils' work can be shared in class to see what makes for effective writing. After the teacher has explained the techniques used in Samuel Bamford's persuasive writing in Unit 1.1 (the passage on Worksheet 9 could be put on to an OHT), pupils can work on their own to produce their first example of persuasive writing. After this, the teacher could copy pupils' work and share examples of good work with the whole class. Pupils should be encouraged to evaluate critically and sensitively the work of their peers. Providing that an appropriate environment is created in the classroom, pupils will quickly accept that others in the class will point out the strengths and weaknesses in their work. It is also very motivating for pupils to see that their work is being valued.

Writing frames

The frameworks provided within the Pupils' Book and this Teachers' Resource Book should not restrict pupils' thinking. By modelling the various components of the writing process, the sorting grids and writing frames should give pupils the freedom to express their ideas. Pupils should be encouraged to view them as structures that can be adapted to suit their needs.

Throughout the writing process pupils should be encouraged to mould the frames to suit their own purpose. The frames should mainly be used as a support during drafting. Words may be crossed out, changed or added. Extra sentences may be added. This is very important. Writing frames should give pupils the confidence to develop their own ideas in greater detail and should result in well-structured work. They should not become a strait-jacket that produces constrained, mechanical responses.

Pupils should be encouraged to develop their own sentence starters and connectives. Don't be surprised if their early attempts fall below what might be regarded as a good answer. Any genuine attempts to become independent should be encouraged. If pupils are worried about getting it wrong they will play safe and their progress will be hindered.

ICT

ICT, like literacy, need not be an optional extra in history lessons. It can be made an integral part of the history curriculum. The National Curriculum states that, 'Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects.' Yet, we shouldn't feel we are doing ICT for the sake of it, to fulfil National Curriculum requirements! History not only develops ICT skills in a rich and motivating context, but ICT can also improve the quality of pupils' work in history. Consequently, the activities in the Pupils' Book offer a range of opportunities to use ICT.

Structure thinking

ICT can be used to help pupils to structure their thinking and therefore their written and oral work. The sorting grids and writing frames that appear in the Pupils' Book and this Teachers' Resource Book can be used to create a series of templates that will help pupils to organise their work more effectively.

Finding relevant information

Pupils should be encouraged to search CD-ROMs and the internet purposefully to find relevant information.

Extra research, using CD-ROMs or the internet, can be undertaken in most units.

Refining the end product

ICT can be used as a tool to help pupils to amend and refine their work, to enhance its accuracy and to develop supported conclusions, thus enhancing its overall quality. It is an essential part of historical enquiry and communication to be able to present written conclusions clearly, to redraft conclusions in the light of new evidence, and to introduce new findings or further corroborating evidence into an answer.