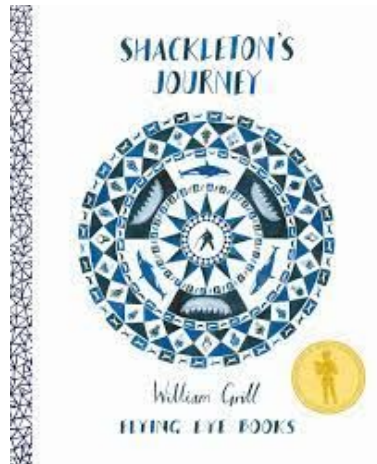
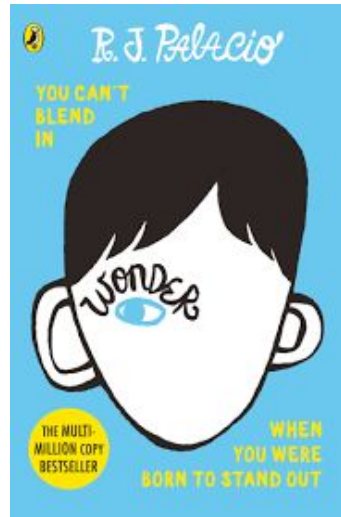
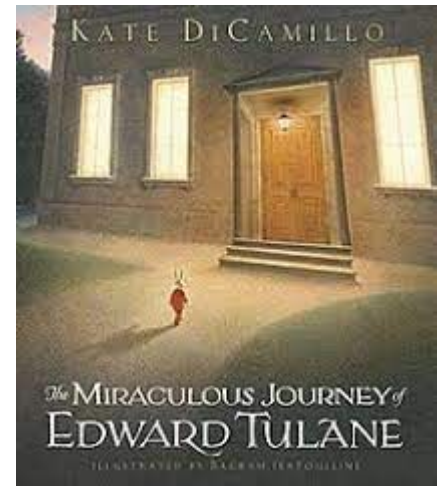
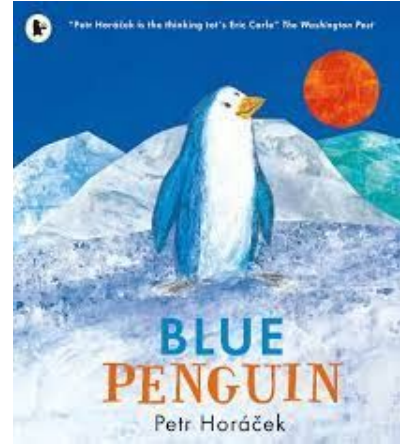
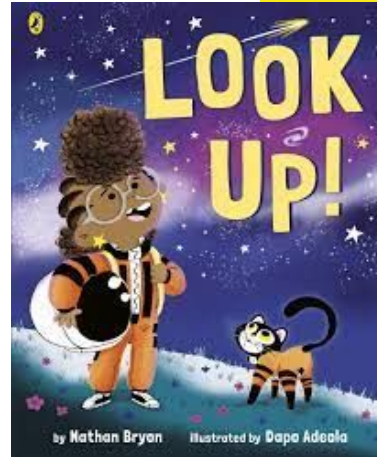
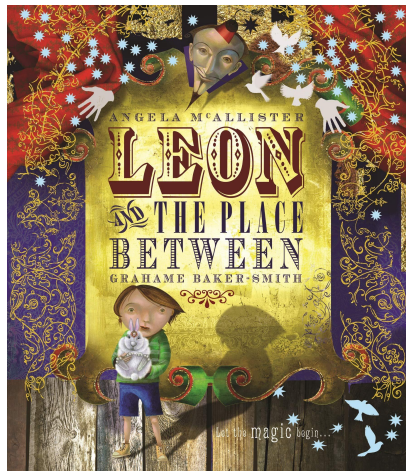


Curriculum Information Evening

March 2022

English

Power of Reading



Teaching strategies

- ❖ Conscience Alley
- ❖ Hot seating
- ❖ Response to illustration/ engaging in illustration
- ❖ Freeze Frames/ Thought Tracking
- ❖ Looking at language
- ❖ Shared writing
- ❖ Debate and argument
- ❖ Story mapping
- ❖ Reader's theatre
- ❖ Developing the literacy environment

Working Walls EYFS



Working Walls KS1

READING WRITING
EXTRAORDINARY ENGLISH!

1 Prediction

2 Sentence building

3 Rhetorical questions

4 Shared writing

The magician

The magician is a magician!

The magician is a magician who will show you something so magical!

The magician is so magical that you could not take your eyes off him!

The magician is funny and magical with a magic power that keeps the audience spellbound.

This magician is **ALVO BLOWING**!

The tricks

The tricks that this amazing magician performs are incredible and will blow your mind!

The tricks are so magical that you will be amazed!

The tricks that the magician performs are so magical that you will be amazed!

The tricks that the magician performs are so magical that you will be amazed!

Do you dare to step in to the magic? Are you ready to have your mind blown? If you are then you've come to the right place! Abdul Kazam is the best magician in the world! Prepare to have the experience of a lifetime...

Have you been to a magic show before?

Is it time for you to see a magic show?

Do you want to be wowed by Abdul Kazam?

Do you want to be amazed?

Do you dare to step in to the magic?

Are you prepared to have your mind blown?

Working Walls KS2

How to Write Letters

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

English

Our current Power of Reading book is...

Our learning journey...

3 Next scenarios

4 Vocabulary building

5 Planning

6 Guided Write

1 Response to illustration

2 Vocabulary Expanded nouns

Grid of sticky notes for response to illustration.

Adjectives: muddy, taller, terrible, little, tangled, high, long

Nouns: valley, farmer, storm, rocks, forest, cliff, grass

Possible next scenarios

Threatening eagle up in the air to encourage flying

Luring eagle to fly with food up high

Show the eagle, duck some flying eagles

Taking the eagle to a high place like a cliff

Beating with food to see if it'll fly a short distance

Dig a long hole to see if eagle will fly out

blue
aqua
azure
indigo
sapphire

Next scenarios (Next Scenarios)

Taking the eagle somewhere high

Luring eagle with food

Showing the eagle other birds flying

Did your plan work?

If not - what happened?

Did the eagle fly?

The sound of children shouting and 'singing' as the eagle as it tried to flap its wings

Word bank: bird, duck, eagle, chicken, bird, barn, pond

Contractions

Spelling of common words

Upgrading vocabulary using challenge words

Guided Write

To Replace Said

looked	looked	commented	remarked
chattered	beamed	grinned	replied
checked	nodded	smiled	replied
gazed	nodded	smiled	replied
stared	nodded	smiled	replied
stared	nodded	smiled	replied
stared	nodded	smiled	replied
stared	nodded	smiled	replied
stared	nodded	smiled	replied
stared	nodded	smiled	replied

Opening speech marks

Capital letter

The speech

Punctuation (?!)

Closing speech marks

Who is speaking

How it is said

Helping at home

Spelling sessions:

http://www.st-bonaventures.bristol.sch.uk/web/march_2022/600109



Early reading sessions:

- ❖ Tuesday 22nd March, 9am
- ❖ Wednesday 23rd March, 2.30pm



Maths

Hop Skip and Jump - providing child led challenge

Hop

1. $38 - 16 =$
2. $59 - 35 =$
3. $68 - 44 =$
4. $76 - 52 =$
5. $82 - 51 =$
6. $89 - 37 =$
7. $94 - 42 =$
8. $99 - 56 =$

Skip

1. $44 - 26 =$
2. $55 - 36 =$
3. $64 - 48 =$
4. $56 - 27 =$
5. $82 - 36 =$
6. $67 - 39 =$
7. $52 - 34 =$
8. $91 - 75 =$

Jump (< > or =)

1. $39 - 16$ $22 + 12$
2. $59 - 38$ $24 + 16$
3. $68 - 45$ $12 + 11$
4. $79 - 52$ $15 + 32$
5. $82 - 56$ $17 + 9$
6. $84 - 37$ $34 + 13$
7. $94 - 49$ $28 + 14$
8. $99 - 57$ $22 + 15$

1. $17 + 12 =$

2. $22 + 19 =$

3. $45 - 13 =$

4. $55 - 18 =$

5. $2 \times 5 =$

6. $30 \div 10 =$

7. $8 \times 2 =$

8. $76 - 28 =$

1. $57 + 35 =$

2. $62 - 49 =$

3. $15 \div 3 =$

4. $5 \times 6 =$

5. $120 \div 10 =$

6. $45 + 36 =$

7. $6 \times 3 =$

8. $10 + 15 + 12 =$

1. $__ + 25 = 47$

2. $__ \times 5 = 30$

3. $34 + 43 + 17 =$

4. $90 \div __ = 10$

5. $56 - __ = 24$

6. $90 - __ = 20 \times 2$

7. $18 \div 2 = 9$

8. $67 \div 23 = 44$

Equivalent Fractions

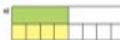
HOP


1. Shade the bar model to represent the fraction, at $\frac{1}{2}$ of the bar model.

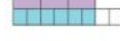
At $\frac{1}{2}$ of the bar model.

What do you notice?

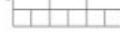
2. Complete the equivalent fractions.

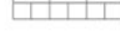
a)  $\frac{5}{10} = \frac{1}{2}$

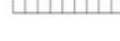
b)  $\frac{2}{10} = \frac{1}{5}$

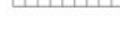
c)  $\frac{4}{10} = \frac{2}{5}$

3. Shade the bar model to represent the equivalent fractions.

a)  $\frac{1}{2} = \frac{5}{10}$

b)  $\frac{1}{5} = \frac{2}{10}$


c)  $\frac{1}{10} = \frac{1}{10}$


d)  $\frac{1}{10} = \frac{1}{10}$

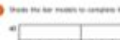
Equivalent Fractions


SKIP

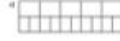
1. Shade each bar model to be equivalent fractions.

a)  $\frac{2}{10} = \frac{1}{5}$


b)  $\frac{4}{10} = \frac{2}{5}$


c)  $\frac{6}{10} = \frac{3}{5}$


d)  $\frac{8}{10} = \frac{4}{5}$


e)  $\frac{10}{10} = 1$

2. Shade the bar models to complete the equivalent fractions.

a)  $\frac{3}{10} = \frac{3}{10}$


b)  $\frac{6}{10} = \frac{3}{5}$

c)  $\frac{8}{10} = \frac{4}{5}$

d)  $\frac{10}{10} = 1$


Which is the odd one out? _____
Why do you think that?


3. This bar model represents $\frac{1}{2}$.




Tick the bar models that can be used to show a fraction that is equivalent to $\frac{1}{2}$.

Shade the bar models to support your answer.

 ☐

 ☐

 ☐

Equivalent Fractions

Jump

1. Complete the bar model out.

2. Write the fraction that is the same as the fraction.

a) $\frac{1}{2} = \frac{3}{6}$

b) $\frac{2}{3} = \frac{4}{6}$

c) $\frac{3}{4} = \frac{6}{8}$

d) $\frac{4}{5} = \frac{8}{10}$

3. Decide if each statement is true or false. Use the bar model to help you.

True **False**

$\frac{1}{2} = \frac{2}{4}$ ☐

$\frac{2}{3} = \frac{4}{6}$ ☐

$\frac{3}{4} = \frac{6}{8}$ ☐

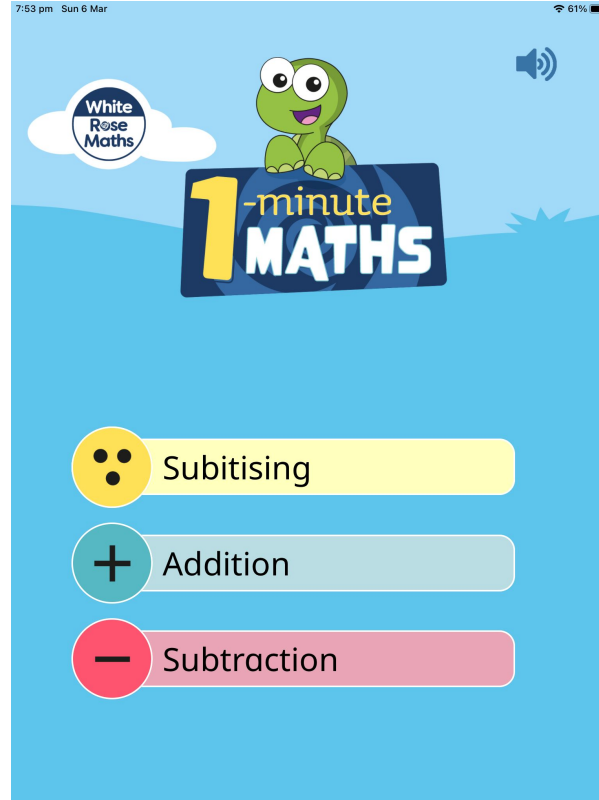
$\frac{4}{5} = \frac{8}{10}$ ☐

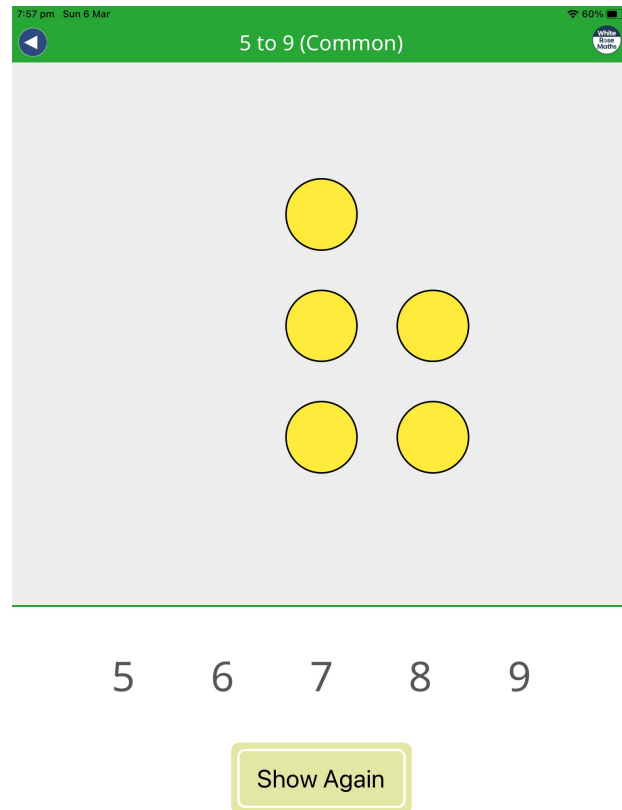
$\frac{5}{6} = \frac{10}{12}$ ☐

How many different equivalent fractions can you spot in this diagram?



How can you help at home? Apps for devices







Subitising

7:54 pm Sun 6 Mar 61% White Rose Maths

Add 0, 1 or 2

$$10 + 0 = \square$$

1	2	3
4	5	6
7	8	9
	0	



Show Hint

Addition

7:54 pm Sun 6 Mar 61% White Rose Maths

Bonds to 100 (tens and ones)



$$41 + \square = 100$$

1	2	3
4	5	6
7	8	9
	0	

Show Hint

7:54 pm Sun 6 Mar 81%

Subtraction






- 1 Subtract 1
- 2 Subtract 2
- 3 Near subtraction
- 4 Subtract from 10
- 5 Subtract within 10
- 6 Subtract 10
- 7 Subtract ones within 100
- 8 Subtract tens

Subtraction

7:59 pm Sun 6 Mar 60%

Subtract across tens within 100


$$51 - 8 = \boxed{}$$

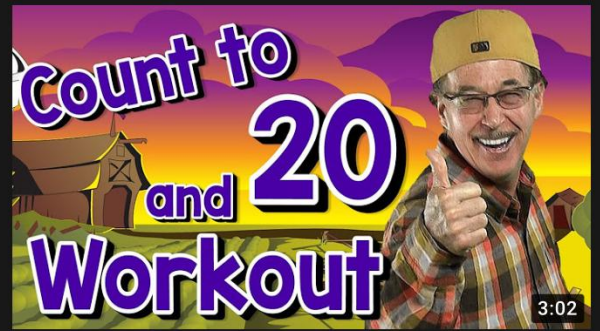
1	2	3
4	5	6
7	8	9
	0	

Show Hint

Number bonds:

<https://www.youtube.com/watch?v=ID9tjBUiXs0>

Multiplication mash up: <https://www.youtube.com/watch?v=EgjCLhol9Mk>





Include maths in your day to day activities.



Go for a walk- talk about what you see.

Science

Science at St Bonaventure's aims to ensure that all pupils:

- ▶ develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- ▶ develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- ▶ are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

A Big Question introduces all topics

- ▶ How do you know the person next to you is alive?
- ▶ Is a tree alive?
- ▶ Is a flame alive?
- ▶ Where does a puddle go?
- ▶ Where does sugar go when it is dissolved in water?
- ▶ What can you see when there is absolutely no light?
- ▶ Why do we see 'history' whenever we look at the stars?
- ▶ Why are insulators as important as conductors?
- ▶ Why do the Sun and Moon look the same size in the sky?
- ▶ What is between the Earth and the Sun?
- ▶ Why don't we sense motion?

Blogging to record the journey

- ▶ The children are encouraged to read and consider all key words within the big question. After allowing time to think, children have the opportunity to discuss their thoughts with their peers. This is recorded through blogging and is the journey of discovery.

Teach
and
model
children
how to
blog



Evernote – online platform to record the children's journey

14:04 Wed 3 Nov

Evernote (346)

Notes Reminders

Forces
Why do objects come to rest?
Oct 23 Mark-Light

Shadows GJ
We investigated how the distance of light source changes the size of the shadow...
Aug 28 Mark-Light

What colour is light? GJ
We found out that light was made from the colours of the rainbow and investigated why...
Sep 22 Mark-Light

SSK levers and pulleys
We explored how we could...
Nov 10 Mark-Light

+ New note

Evernote

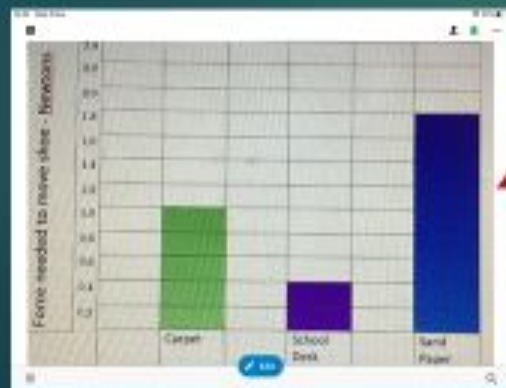
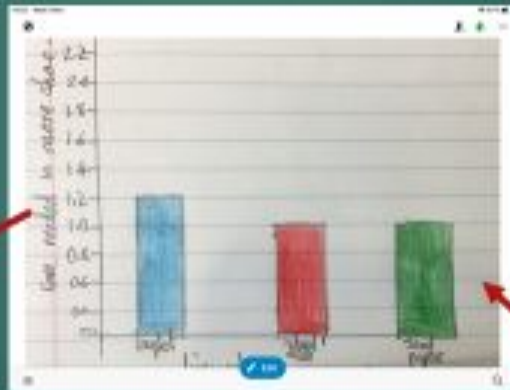
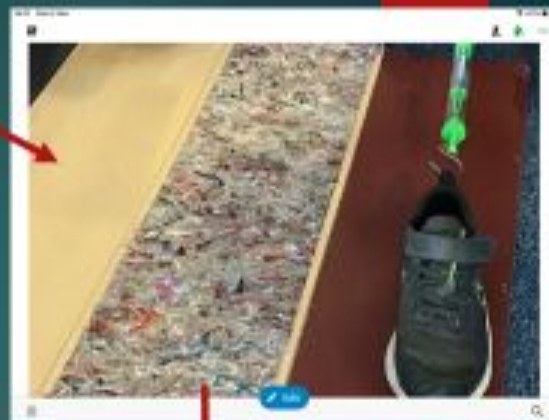
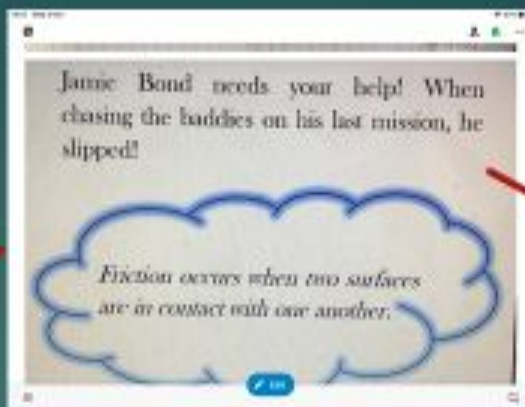
Forces
Why do objects come to rest?

Tagged — Big question

Jamie Bond needs your help! When

Edit

Logical narrative



Force needed to start shoe moving

	One	Two	Three	Mean
Surface one	Carpet	1.5		
Surface two	(wood) Desk	1.9	2.1	
Surface three	Sand paper	1.2	1.9	

V.R brings hard to reach topics to life





End of unit
assessment

What can you do to help develop science at home?

royalsociety.org has some great ideas

[stem.org.uk/home-learning/primary](https://www.stem.org.uk/home-learning/primary)

See science and talk the language of science

History

HISTORY

from the Greek, *historia*, meaning *inquiry*; (knowledge acquired by investigation) is the study of the past.



What is a History Detective?

- A History Detective is somebody who **looks at evidence** from the **past**.
- History Detectives want to learn about the past from the **clues** other people leave behind.





Topics across the school





Reception



- How have I changed since I was a baby?
- Family timeline
- How have toys changed through time?



Year 1

- What impact did Brunel have on Bristol and the UK?
- How have toys changed over time? (This year)





Year 2

- **How has school life changed? History of St Bon's**
- **Who was to blame for the Great Fire of London?**



Year 3



Ancient civilizations:

- How did the Early Humans love their neighbours?
- Who were the Ancient Egyptians?
- What have the Ancient Greeks done for us?





Year 4



Invaders and Settlers:

- What was it like to live in Roman Britain?
- Who were the Anglo-Saxons and Vikings?
What was Britain like after the Romans left?





Year 5



- Were the countries that took part in WW2 good neighbours?
- Is it true that the Maya (AD900) were an advanced civilisation?
- Why is Bristol important to the Chocolate industry?





Year 6

- How did the Bristol Bus Boycott bring about change to build a more humane and just society?
- How did Crime and Punishment change throughout history?



History concepts and skills

Historical Vocabulary

Invasion Primary and Secondary sources of evidence Agriculture
Settler
Interpret Century Archaeology
Engineer
Old
Build on each year Prehistory
Artefact Civilisation
Ancient Evidence
Past
Monarch Migration Democracy
Invasion Decade

BC/BCE

AD/CE

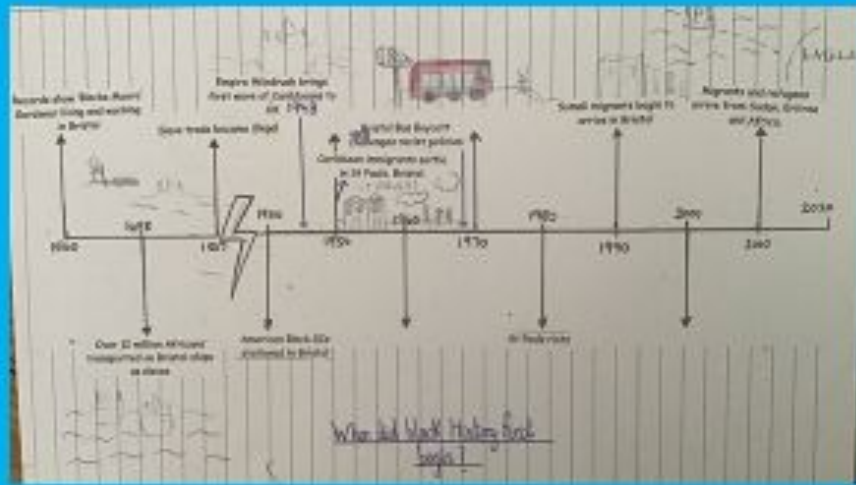
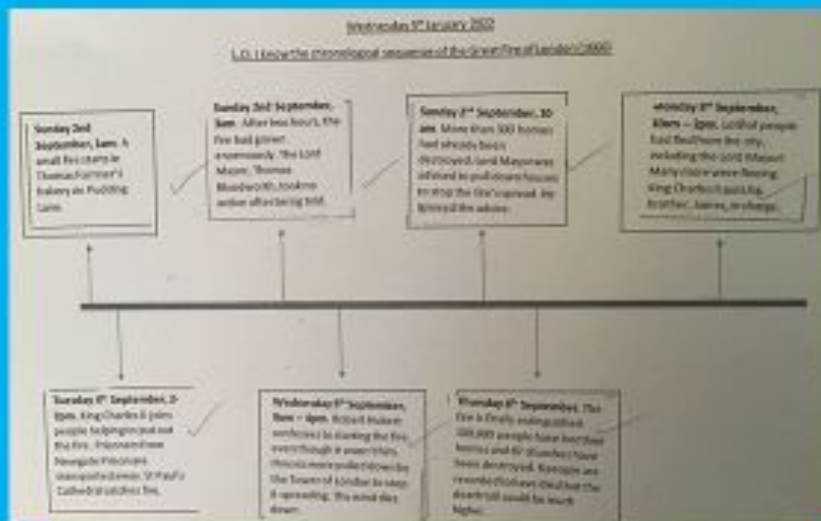
Chronology



Where does our topic come on the timeline?

How does it compare with the other historical periods we have studied?

What are the order of events within the historical period we are studying?



Compare and Contrast



What is the same?
What is different? Why?

LO: I can compare and contrast old and new teddy bears. 17.11.21

Can you have a look at these pictures of the teddy bears and write adjectives to describe them. What differences do you notice?

Then



Now



no fur
fuzzy
rough

50% stuffing
cute

loose

new

hard

soft

stiff

soft

Why do you think they changed the bear?

in materials made of
Metoo

LO: I can compare life in 1908 to the modern day

Wednesday 27 January 2021

19th Century

21st Century

St Pauls Cathedral was an embarrassment for many people in London.

There are 682 primary schools in London, and every child has a right to an education.

The plague killed over 100,000 people in 24 months in London.

The Metropolitan Police has over 32,000 police officers that help fight crime.

Schools were only for the rich.

St Pauls Cathedral is based on Christopher Wren's design. Many famous people are buried there.

London has a population of 9 million people.

London had a population of 300,000 people.

No fire departments were around to tackle blazes.

Coronavirus is a pandemic, meaning that it affects everyone around the world.

Witnesses and victims were left to fight crime themselves.

The London fire brigade has 5,902 staff working in 503 fire stations.



No Schools



There are schools

Bronze Age houses



The weather in Britain had become warmer and drier at the end of the Stone Age. The Bronze Age from 2100 BC.

Bronze Age round houses were circular structures with a wattle and daub wall and a thatched roof. Round houses usually had thatched roofs or were covered with turf that lay over a wooden cone of beams.

Iron Age houses



Similar to Bronze Age houses, some were very large and had many people in the house. In the house, there would have been a fire used for cooking and warmth. It had a big chimney in the center and was the development of hill forts. These were built on high ground higher than the surrounding area. They often had a large number of roundhouses and ovens.

(no) - not main house

These houses were made of stone and wood and were built on high ground.

LO: I can compare and contrast old and new teddy bears. 17.11.21

Can you have a look at these pictures of the teddy bears and write adjectives to describe them. What differences do you notice?

Then



Now



no fur
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London had a population of 2 million people.

London had a population of 900,000 people.

No fire departments were around to tackle blazes.

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(no) - not main house

These houses were made of stone and were very strong.

Change and Continuity



What events do we still have today?
What events do we no longer have? Why?

Friday 17th September 2021

Skill: Change and Continuity

How is the Early Human Diet is similar/different to my own? How have eating habits have changed or remained the same over time?



Thursday 14th January 1981

What is the same about modern daily life and ancient Egyptian daily life and what is different?
 Text - Continuity and Change

Task about	Ancient Egypt	Ancient Mes
Tools	The ancient Egyptians used tools to build their houses. They were made by clay.	More things we still use bricks but the way we use it is a mystery. They were made from mud.
Transportation	Around buildings and built on the Nile.	We have more modern tools. We use cars in every house.
Food production	The food was grown in the fields in the river and the land was very fertile.	We still use the same old food, but we use the same old food to grow the same old food.
Leisure/Time	The ancient Egyptians played board games for fun. They did not have other games.	We still play board games today, but we also play games in the internet, but we still play.
Artifacts	The Egyptians believed and respected the dead and used highly decorated coffins made by hand.	More things we still believe the dead by doing things and going to church, but we do not make it by hand, we still have the things, but it is made.
Other	The Egyptians used to still have a lot of things in the house, they were very big and they were very big. They were very big and they were very big.	More things we still have bricks but we use it in a different way. We use it in a different way, but we use it in a different way.

birds They appreciated food. We don't appreciate food as much
as much.
which does the job better. It's beautiful with my

L: I think has changed or evolved in the Royal Christmas speech.



The Queen's School
King George VI



Edward H. Wright

David

Continued

The President's speech can be seen on TV, online and on the radio. They both talked about the war.

Record in Burlington place not yet listed about page.

The Queen talked about the
Royal family and King did not.

Bob advanced the matter.

The Group talked about dogwood
trees and they just talked about
the war.

At the end of the Ames's record
there was an inscription and a signature
and a poem.

Exceeded not here

Friday 7th January 2022

1.0 Hz has not and parameter changed over time (change and continuously)

Topic	Description	Illustration
Before 1871		
Working under the Sun	Most laborers were day-laborers working long hours	Men working in a field
1871-1900		
Working under the Sun	The rise of the ten-hour day and the introduction of the factory system	Men working in a factory
1900-1930		
Working under the Sun	The rise of the ten-hour day and the introduction of the factory system	Men working in a factory
1930-1960		
Working under the Sun	The rise of the ten-hour day and the introduction of the factory system	Men working in a factory
1960-1980		
Working under the Sun	The rise of the ten-hour day and the introduction of the factory system	Men working in a factory

Person

If you rebelled against the Emperor the urban cohort would correct the misbehavior due by negotiation.

Sixth

If you attacked someone & taking of them could bring you to court and the punishment was to pay a fine to the injured person.

Abstract

Is your road being undertaken based on the conditions of the village you would rather have a part or all the village?

Cause and Consequence



Why did WW2 start?
What happened as a result?

5248

Thomas Farnham takes us out the bakery's back property on Pudding Lane.

The buildings were made of wood and timber and they were closely packed together.

On 11th June were no fire brigades, and firefighting was very basic.

The mayor of London refused to allow demolitions to take place that would help stop the fire.

Tobacco culture failed for the city. At London
the tobacco market was so tight that England had to get her
supply from abroad. This started a long time later. When
the tobacco market was so tight that England had to get her
supply from abroad. This started a long time later. When
the tobacco market was so tight that England had to get her
supply from abroad. This started a long time later. When

Wednesday 15th September 2021

Skill: Count and Consequence

Why did early humans choose to settle in the area that they did?
What did early humans need to survive and thrive?

For your own enrichment: For early human settlements, consider why this was a good site. What did you draw and label everything that they would need to survive to show that you know why early humans settled in that area.



The great fire of London burned
It was on Monday
1666

The Fire (proceeds)
 21 300 1/2000 1 more
 1/2000

They had no one to help
they needed this house.

The fish got bigger
20 got more 1/2 large
- for the headcut ✓
~~2000~~

14th of September 2021

What are the consequences of HIV on the lives of men, women and children?

(cause and consequence)



During the war men between 19 and 21 years of age were ordered to fight in the war. At first 375,000 men volunteered to fight but that wasn't enough. They needed million more. Before you were ready to go to the war you needed a health check and if you weren't fit enough you'd be sent to the Home Guard.



The Home Guard, also known as the Guards Army. The people in the Home Guard will have been people who were old or weren't fit enough. This is why they were called the Home Guard.

21

Before the war was over really, house was, reports on ship accidents and when the war began millions of men had to make way to battle and there was no one to do the jobs so the women had to take over. Some of the jobs were... for mine,

- adverse events, (and adverse events), code breakers, ie patients within

Wardlaw, C. 1994. *Journal of Applied Ecology* 31: 101-110.

[illegible]

Even as we were children, who had to leave their homes because it was too dangerous to stay, they stayed where bombs were being dropped so they got on trees and went to the mountainside leaving everything they knew behind. It was much more of them than it is now. They had different schools and lived near the schoolhouse.

What was the Bristol Roberts?

14.12.21

We used old newspaper articles, videos and interviews to help us to plot the main events of the Bristol Boycott and understand why it happened.



Source: U.S. Census Bureau.



Call for light, healthy, organic, food ingredients. David Huxford, a University of London

In the photograph, I can see the back people behind a bus and they're waving with. I think the photograph was taken because there were a group of people at the first Indian Development Council and were taking the photo. They said, "I think they were waving and because they were important and had something important to say."

Source: B. The 1994 census's string theory.

"The [CFL] is finally fast and that if you have more players on the field, you're a contender, every offense will show."

James H. Jones, President, National Association of Manufacturers

Source: U.S. Census Bureau (1998). *State and local government tax burden: The 1990s*. Washington, DC: U.S. Census Bureau.

I think Andrew Hall is quite naive that as any Black person would
do as he has - be a conductor - the "law" will just stop! He
doesn't believe that a Black person should work on a bus. I
do think this will happen because people who work for the British
do. Another company had very strong opinions about Black men
- 16

Why was this **event** important?

Why was this **place** important?

SIGNIFICANCE

Why was this **person** important?



Cleansed – overcrowding and disease ridden streets were destroyed and a new London emerged.

How the Battle of Britain was the turning point of the WW2.



Friday 12th November 2021

LO: To study history through contemporary local art (interpreting evidence and significance).

On my mind, I've included Roy Beckett because he was the founder of WIDC (West Indian Development Council). Members of WIDC because he helped to make a change for equality today (the people were, Owen Henry, Paul Stephenson and Dudley Evans). Slogans because they're important for people who are coloured; it's just not fair the way they had been treated. Guy Bailey because he was the first coloured person to work for the Bristol Omnibus Company. A placard (with people protesting) because no matter what colour you are, you should stand up for what you believe in. A green bus because this whole thing started up because black people couldn't work on for the Bristol Omnibus Company.

LO: to study history through contemporary local art (interpreting evidence and significance) 8.11.21

After studying the mural of Roy Beckett, create your own mural to show the importance of the Bristol Boycott. Explain why you have chosen the different parts to include in your mural.



✓ Really detailed mural thought out

PERSPECTIVE

- age
- gender
- social class
- family status
- occupation
- level of education
- significant experiences they've had in their life.

e.g. bombing raids during WW2 - not just by the Axis countries but the Allies as well.

Tuesday 25th January 2022

Was life the same for all members of Egyptian society?

Skill: Compare and contrast

Your task: Compare and contrast the lifestyle of two people from two different groups of Ancient Egyptian society.



The Pharaoh was very rich and had servants. The Pharaoh was like the King - queen or ruler. He was very clever to have a lot of jewellery. Because they were rich they could buy anything that they wanted. He also had people do things for him so that they could concentrate on their jobs. Being a pharaoh was a particularly hard job since you have to make all the decisions about Egypt. With people agreeing and disagreeing with them. If most people are disagreeing the pharaoh has to be strong and be decisive. The pharaohs were wearing a lot of fancy expensive clothes. The ancient Egyptians said the pharaoh was god.



The farmer was very poor and did not have an easy job because they had to plant, water and collect the plants all day. The farmer's job was simple during winter but they could not afford much. They did not get paid much because the job was thought to be easy. The farmer did not have servants and had to do everything their selves. They could not eat all by the expensive, fancy food. So they ate more of the cheap, boring food. The farmer would carry the wheat and crops to the other people. The farmer would also sell the grain. When the farmer was old, they would use money to buy a house.

What was the impact of WW2 on the Axis home front?



Germany



Japan



Italy

Why did the USA bomb Japan so violently? Germans that were not like Hitler must have had to put or they would of had to worship. Why was Italy not bombed that much?

Were we mean good neighbours?

The Axis were good neighbours to their fellow Axis but not to the Allies and their countries involved in the war.



Interpreting Evidence



Eye-witness accounts

Kate McGrath



Documents

Photographs/pictures



Buildings



Film clips



Artefacts

Archaeology



Which sources of information are significant?

Are these sources useful and reliable?

Speculate

Justify



Metal till



Plastic till

You can now ~~you~~ cars
The old till has
got rufet corners. The
new till has changed
money.



Metal car



Plastic and rubber car

The car is not so
The old truck has
broken old. The new
car has smoky sides

Friday 7th January 2021
L.O: I can interpret evidence to draw conclusions

How do we know the Great Fire happened?



How do we know who the monarch was in 1666?



How do historians know that the Great Fire occurred in 1666?



How do people know how much damage was caused by the fire?



How do we know that the citizens of London had poor firefighting abilities?



Primary Source



Secondary Source



Monday 12th September 2021

Task - Interpreting Evidence - How do we know about the Stone Age, Bronze Age and Iron Age?

Use all the primary source objects, identify relevant examples, which show how we know about the Stone Age, Bronze Age and Iron Age. Write down the evidence you have found in your notebook.

Primary Sources	Secondary sources or reproductions
<p>stone age jewelry</p> <p>stone age pottery cup</p> <p>bronze axes</p> <p>remains of a house</p> <p>sketch of a chariot</p> <p>wooden plow</p> <p>iron sword</p> <p>iron plow</p>	<p>sketch of a chariot</p> <p>reproduction of a stone axe</p> <p>plow of stone</p> <p>bronze plow</p> <p>iron plow</p>

Task
Can you find any more Secondary sources?

Friday 10th December 2021

What can evidence tell us about everyday life as a Roman citizen (Interpreting evidence)?

Draw your item here.



What do you think it is?

I think it's a coin that they used in Caesar's time.

What do you think it was used for?

It would be used for paying.

What could it tell us about life as a Roman?

It tells us that the Romans used money to pay instead of trading.

Draw your item here.



What do you think it is?

I think it is a bracelet.

What do you think it was used for?

I think it was used for decorative jewelry.

What could it tell us about life as a Roman?

It tells us that they were jewelry in the Roman times.



Source C: the bus manager's comments

The General Manager of Bristol Omnibus, Ian Poley, told a BBC reporter:

"... we shall go on engaging white labour before coloured labour."

This is the policy of the management of the company in the light of the experience in other cities and towns where they have engaged coloured labour and their labour situation has deteriorated because it is then no longer regarded as a white man's job and the white people start leaving and they find themselves more short of labour than they were before.

We have every respect for the coloured people but we have the economics of the thing to look at and we feel that our situation would deteriorate because of the fact that we would be employing coloured people and chasing away the white people we already had."

Source: BBC News Archive

Ian Poley is suggesting the result of employing 'coloured drivers' would be bad for the company, and sort of make it lower classed. It'd also make it less/none white people go on buses. I don't agree, I think he thought it was acceptable to say in public because he thinks his opinion is better than other and the company would lose money and the white workers.

Source D: the newspaper article and the court case

Despite the fact that the National Society of the TQM was against discrimination, The South West Regional Secretary of the TQM union, Peter Matthews, made an effort, stating, "with worker Paul Stephenson in the Daily Herald newspaper. Stephenson was accused of being dishonest and irresponsible."

Stephenson claimed the account was untrue, took legal action and in the High Court was awarded damages and costs.

I think it was not possible for Ron Matthews to make this article because Ron is still black people got that, who have privilege including Paul Stephenson. Not my disagree with Ron Matthews just because people are black, doesn't mean that you should attack them.

✓ LOVELY RESPONSES (AHP)

End
