

History Department Crib Sheet

Vision – To create curious historians who can question, debate and understand global History alongside their place in it; creating exceptional education at the heart of the community.

Implementation	
Learning cycle	<p>At the start of each lesson, students are required to complete a scaffolded Do Now activity to recall prior knowledge to prepare them for the new learning. This Do Now will provide a variety of accessible tasks, including multiple choice, fill in the gap and sentence starters. There will be at least 2 questions relating to the previous lesson, and at least 2 questions relating to lessons from earlier learning that will be relevant for the new content. Feedback for the Do Now allows staff to check understanding before students move on to the new content.</p> <p>Students are then hooked into learning with an image relevant to the new content, with questions posed to help students analyse the image. This image will then link into both the title and enquiry question (for KS3) for the content. Enquiry questions feature in KS3 units, and students refer back to them each lesson throughout the unit.</p> <p>Tier 2 and 3 vocabulary is then explicitly taught, with opportunities for students to engage with the vocabulary, varying from spotting the example amongst the non-examples to the use of Freyer models.</p> <p>In most enquiries, or topics in KS4, students then have an opportunity to tie all of their prior knowledge together with a chronological timeline, showing where we have reached in the study, and where they will be going today.</p> <p>Students will then be provided with a key text to read, which will feature the Tier 2/3 vocabulary. They will have questions to focus their attention on whilst reading the text, with the aim to find the answers amongst the text. Cold call questioning about the text and the questions then allow the teacher to address any misconceptions.</p> <p>Students will finish the lesson with an application task using the new knowledge acquired from the text and staff exposition. This application task normally takes the form of extended writing requiring the student to analyse the text using second order concepts such as change and continuity.</p> <p>At the end of each enquiry question (KS3) or topic (KS4), students will complete a revision activity and then a piece of extended writing gathering knowledge from the entire unit. In KS3, feedback uses 'success criteria' sheets, which students are shown beforehand. In KS4, feedback uses specialised excel spreadsheets which can be mail merged to provide individualised and exam board related feedback. Students act on this feedback in red pen.</p>
Impact	
2023-24 Y11 Autumn Mocks Current Grade	Progress 8: -1.75 4+ 19.7%
2023-24 Y11 Spring Mocks Predicted Grade	Progress 8: -1.14 4+ 36.9%