

**2.1 CPD programme: How does the school ensure effective CPD in history? What impact does an effective CPD programme in history have on learning and teaching?**

There is corporate membership with Historical Association and the department makes use of HA CPD and resources. The department seeks up-to-date knowledge. History CPD is matched to needs identified through self-evaluation. We believe CPD has made an impact on learning and teaching.

The school and department take CPD seriously. Whole school CPD is monthly using WalkThrus. In addition, history uses What the Wisdom On webinars, HA CPD, AQA training, National College as well conferences and Trust meetings.



**Whole school CPD**



- WalkThrus are designed to be deliberately generic and context free.
- The intention is that teachers adapt them.
- Our A|D|A|P|T approach is central to the concept of instructional coaching; taking ideas and applying them in context.
- It is only ever a reference point for reflection or to support coaching and feedback discussions.

**The school will adapt CPD to make it specific for staff.**

Here are the proposed person specific training that I would like to run with **history** staff instead of generic whole school programmes. Staff involved with each are listed.

All staff

3CSE History: Feedback on the 2022 exams (Paper 1)  
Tuesday 15 November 2022  
16:00 to 18:00

Dan and me

A-level History: Feedback on the 2022 exams NEA (Component 3)  
Wednesday 05 October 2022  
16:00 to 18:00

A-level History: Feedback on the 2022 exams (Component 1)  
Monday 17 October 2022  
16:00 to 18:00

All staff

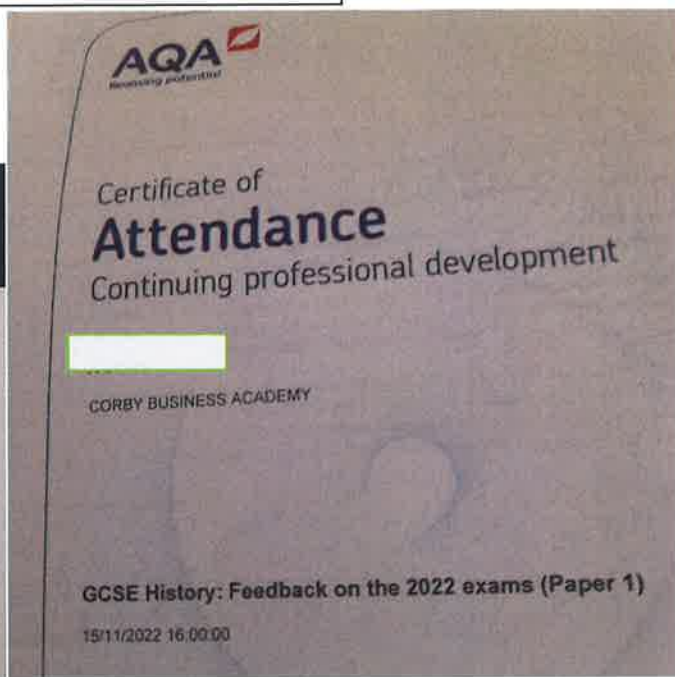
GCSE History: Feedback on the 2022 exams (Paper 2)  
Tuesday 15 November 2022

Secondary History: Ofsted's Recommendations for a High-Quality Education	The National College
Metacognition: A Self-Regulated Approach to Teaching and Learning	The National College
Effective Use of Spacing and Retrieval Practice to Boost Classroom Learning	The National College
Certificate in Understanding Sexual Violence and Sexual Harassment	The National College
Secondary History: A Deep Dive into Curriculum Implementation	The National College

# Early Career Development Programme (ECDP)










New CPD programme to support early career teachers

Completed





History CPD is collated and put on the department area of the VLE for all staff to find and utilise easily. It contains Historical Association, National college, Ofsted, Pearson, Ford, CBA and AQA training documents

## Documents > HISTORY > 2023 staff CPD

 Name	Modified
 core knowledge documents	January 5
 departmental information	January 9
 disciplinary and progression	January 5
 GCSE exam skills	January 9
 history policies	January 5
 learning plans	January 9
 rationales and road stories	January 5
 whats the wisdom	January 10

Historical Association CPD such as 'what's the wisdom', Ofsted advice, moderation and lesson planning is discussed in department meetings

Disciplinary knowledge in history		Potentially stronger practice	Disciplinary knowledge is approached as skills. Students produce 'evidence' when historians do or themselves. (after Dan Manning about how historians make sense of the past.)
<b>General practice – teaching of disciplinary knowledge in history (Q3a)</b>  	Students study specific examples of how historians have studied and analysed the past, and of how they have constructed and presented accounts of the past. Through this, students build schemata about how historians study the past. E.g. over time students build an increasingly secure and sophisticated schema about 'how historians use evidence'. Students are taught about the range of second-order concepts below. Teachers ensure that they promote the disciplinary traditions of history accurately and avoid misconceptions or misleading approaches. Carefully drafted enquiry questions are used to frame content, and to help students shape their knowledge into historical analyses.	Disciplinary knowledge is approached as skills. Students produce 'evidence' when historians do or themselves. (after Dan Manning about how historians make sense of the past.) Students are asked to make judgments without the necessary knowledge. Students might be lacking (i) knowledge of the topic or (ii) knowledge of the discipline which would allow them to come to valid and reasonable judgments about the past. The discipline is misrepresented or students build misconceptions because of the approach to the discipline e.g. spotting bias in sources. Disciplinary knowledge is taught in generic ways, e.g. through formulaic structures or 'tips and tricks'. Presentism or moralism takes shape content or approaches to teaching content.	
<b>Cause and consequence (Q3b)</b> How historians make judgments about why an event occurred, or the consequences of an event.	Students build knowledge over several lessons to allow them to make valid judgments about complex causation. Students study how historians have framed and approached causation in specific contexts through specific examples e.g. how did historians analyse the causes of WW1? Across the curriculum, students build up increasingly sophisticated schemata regarding how historians analyse causation.	Students asked to make causation judgments without sufficient knowledge of the topic. Questions where it is unclear what is being caused e.g. 'why was life hard for medieval peasants?' Questions which confuse causation with personal motivation e.g. 'why did Henry want to murder Thomas Becket?'	
<b>Change and continuity (Q3c)</b> How historians make judgments about the extent of change and continuity across time.	Students build knowledge over several lessons to allow them to make valid judgments about change over time. Focus is clearly on the pace, nature or extent of change. Across the curriculum, students build up increasingly sophisticated schemata regarding how historians analyse change.	Questions which do not focus clearly on change and continuity e.g. 'Why did the power of kings decline between 1000 and 1700?' (focuses on causation). Focus is on identifying changes, rather than analysing the degree, extent or pace of change. Presentism allowed in student judgments e.g. 'when was life best for medieval peasants?'	
<b>Similarity and difference (Q3d)</b> How historians make judgments about the extent of similarity and difference across different groups, places or societies in the same time period.	Focuses on similarity and difference between or within individuals, groups or societies within the same time period. Students build knowledge over several lessons to allow them to make valid judgments about the extent or type of similarity or difference. Across the curriculum, students build up increasingly sophisticated schemata regarding how historians analyse similarity and difference.	Similarity and difference is confused with change and continuity (by comparing across time periods).	
<b>Historical significance (Q3e)</b> How historians and others ascribe significance to historical people or events (deem them worthy of attention).	Students learn about the criteria which historians and others use to ascribe significance to people or events. Across the curriculum, students build up increasingly sophisticated schemata regarding how historians ascribe significance to people or events.	Significance is confused with importance or impact. Focus is on students judging significance for themselves, rather than learning about the criteria which others have used to ascribe significance. Significance is given a moral dimension e.g. 'Why should we learn about topic X?' or 'who deserves to be remembered?'	
<b>Sources and evidence (Q3f)</b> How historians use sources to make claims about the past.	Students learn about how sources are used to investigate the past in relation to specific questions e.g. 'What do the Pagan letters tell us about the role of women in the 13th century?' Students learn about specific sources and collections of sources which historians use to investigate particular issues and periods. Across the curriculum, students build up increasingly sophisticated schemata regarding how historians use evidence.	Sources are taught generic source skills which are not specific to a context or question. Teaching focuses on bias or reliability of sources, rather than on how historians use them to construct claims about the past. Teaching focuses on using approaches to sources taken from GCSE exams.	
<b>Historical interpretations (Q3g)</b> How and why historical interpretations are different.	Students develop knowledge of how particular historians have interpreted the past and learn about reasons for difference in interpretations. Students are given opportunities to engage with original or adapted extracts of real historical interpretations. Across the curriculum, students build up increasingly sophisticated schemata regarding how and why historians construct different interpretations of the past.	Teaching focuses on students making their own interpretations. Interpretations are equated with 'viewpoints' or students are asked 'what do you think?' or 'what is your answer?' Interpretations are given a moral dimension e.g. 'Was John a good or bad king?' Students are asked to judge the accuracy of interpretations.	

Lesson planning training

Dan talked through an ideal lesson in 2023.

Powerpoint will begin by recapping information needed for the lesson understanding

Core vocabulary explicitly taught to allow students to access the information

Each aspect of new knowledge checked by whole class feedback, use thumbs up or 1,2,3 fingers to check understanding without distorting through peer influence

Once all content taught, plenary activity will refer to lesson focus and show students have acquired knowledge

Ongoing

Discussing marking

a reputation by an accurate opposition by Hitler, unlike sources A  
 (which depends on). The writer "despised the murders of the  
 become who tried to assassinate Hitler" and calls them "common  
 the masses". The writer makes opposition to Hitler, and  
 See this as a feature of the Nazi party - "we had  
 failed to persuade them to join our cause" after that  
 a result of Hitler's racial policies and opposition by  
 Christian groups, such as the clergy for each other and being  
 against violence.



## Trust encourages subject specific CPD

Please could you take a glance at the things below before Thursday if possible?

- Laptop – Wi-Fi will be available – so bring it along, this will be doing day!
- Pre-reading completed:  
<https://www.teachertoolkit.co.uk/2017/04/17/26-workload-tips/> reflect – what's your best workload short cut and why?
- If possible -give thought to slide 9,10 and 13 – time will be available on the day for these.
- Your calendar for next year – please check meeting dates on slide 4 and let me know on the day so we can triangulate some time together. Again, if this isn't possible we can come back to this in Sept.

Hi all

I hope you are all well and coping. I have just seen this free webinar that is happening today, which you can register for and then download the recording if you can't make it at such short notice.

[https://events.oup.com/oup-edu-global/GCSE-History-Exams?utm\\_bmc\\_source=Twitter](https://events.oup.com/oup-edu-global/GCSE-History-Exams?utm_bmc_source=Twitter)

## Trust matches CPD needs to individuals and will provide one to one support

As we discussed today, if you send me over your initial enquiry questions, I can feedback on them. This will provide direction and focus for the scheme of learning, so you can continue to move forward, ready for our rearranged meeting next Tuesday.

Thanks

Adam

## Evidence of impact of CPD

nt Additional Comments

On entry to the room, all 15 pupils were engaged with the retrieval task. Clear routines were in place and high expectations were evident (Ts1). The DO now involved pupils attempting to work out from pictures what were the powers of the League of Nations. As pupils were skilfully questioned, positive attitudes were displayed between teacher and pupil. Some things to think about: Please use purple pens as a way of pupils marking the retrieval task and perhaps think about adding a challenge question for the HAPS in the room. This would keep them engaged whilst others are still completing the activity. Throughout the lesson, the pupils demonstrated conscientious attitudes and were eager to please the teacher. Through skilful questioning he was able to ascertain prior knowledge from the previous lesson and develop it further ( Ts2). Where pupils were not clear. Thorough explanations were given with real life examples that the children would connect too. The clarity of explanations was a clear strength of the lesson.

Excellent subject knowledge was displayed throughout the lesson which was imparted in a passionate and enthusiastic manner (Ts3). It was also shared in a manner which enable pupils to gain a thorough understanding of why the league of nations failed. Improving literacy was also an outstanding feature where words were explained with modelling under the visualiser. This was obviously a well embedded routine as pupils reciprocated with just a short demonstration.

The lesson was well planned and structured ( Ts4). With a variety of different activities for the pupils to do. Effective use of the lesson time was made with short snappy tasks and the use of a timer. Homework was not evident in the book as the books was new at the start of the year. So inconclusive as to whether homework is a regular feature of the lessons.

A number of strategies were evident that supported the differing abilities. This included one to one support whilst circulating and by breaking down the questions to ensure all pupils could respond effectively including HAPS and LAPs. Keywords and literacy were also a key feature which provided a platform from which they could develop (Ts5)

From January there was one piece of work assessed. This included a clear WWW and a clear EBI which follows the Academies policy. The majority had had a purple response by the pupils with an improved outcome. ( Ts6) This was quite an accomplishment as the teacher had only just returned from a period of absence. Do spend 5 minutes every so often getting lose sheets stuck in. Also the empty page at the start of the book needs attention.

## Teach First lesson observation feedback

Misconceptions

happy with how to teach lessons and how to deal with misconceptions encountered this week

Extract from Department minutes

## 2.2 Organisation and management: What structures for organising and administering history are in place?

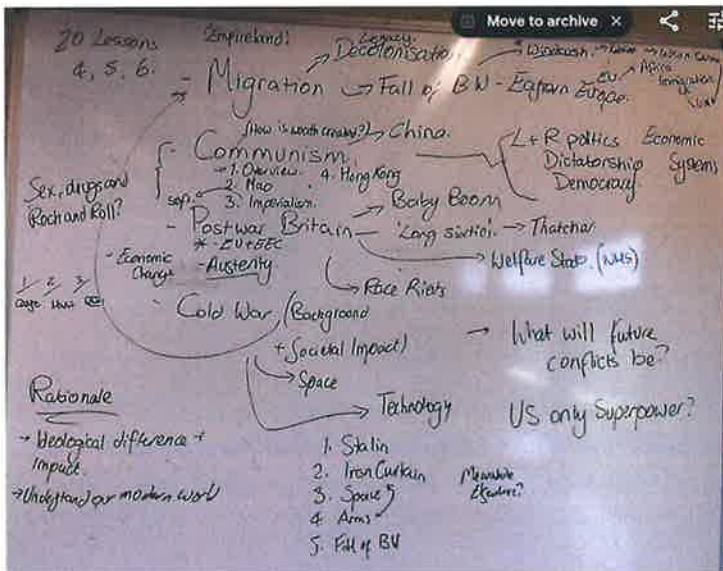
Leadership seeks to manage the subject well and those involved in teaching history want to have a strong commitment to the subject.

The department consists of 5 members of staff, four experienced staff (one until recently worked abroad, one Head of Year, one a Vice Principal and HoD) and an ECT. Within the department, collaborative leadership is encouraged. Our ECT has recently been promoted to head of KS3.

Documents > Meeting Minutes > History

Name	Modified
Nurture Meeting Minutes 01.11.22022.docx	November 16, 2022
Subject Minutes 6-2-23.docx	February 8
Subject Line 13-3-23.docx	March 20
Subject Line 21-02-23.docx	February 23
Subject Line 27-3-23.docx	March 28
Subject Line 5-6-23.docx	Monday at 11:23 AM
Subject Line Management 9-1-23.docx	January 9
Subject Line Management Minutes History week 2.docx	November 16, 2022

We meet most weeks to discuss curriculum, SEND, misconceptions, moderating, behaviour, training and feedback.



Curriculum is discussed and collaborated on. Staff share planning. All lessons are fully resourced on a hub for staff to use, but they are not constrained by these lessons and are free to develop lessons as long as they follow the curriculum core knowledge.

Collaborative planning uses staff interests and skills are used to deliver an innovative curriculum, such as using the specialisms we have about South Africa and post war Britain.

6	Development of Empire in South Africa	Dutch colonisation and subsequent British takeover.
7	Colonisation of South Africa	Boer War & discovery of gold in the Transvaal. Nature of the war.
8	Life in British South Africa	Union of SA and equality. Treatment of indigenous South Africans
9	Assessment Prep	Core Bring together similarities and differences between South Africa and India
10-11	Assessment and Purple Pen	Use lesson 10 for assessment and revision in prep for assessment.
11	Legacy 1	Teach only if needed, otherwise spend time on feedback & purple pen
12	Legacy 2	Look at contemporary debates on the British Empire.

The history department is well respected within school and responds to new changes and challenges. History is valued in the school and receives 2 hours per week at KS3 and 3 hours per week at KS4. The stability and improvements that have come under the current leadership team mean that the curriculum has been developed with a clear curriculum intent that shows road stories, rationale and pedagogy.

**Why Study History?**

**Year 7**

Begin at the birth of the universe, fit in earth, climate and humans and see how we got here to learn where we are going in the future.

Find out how people lived and challenged God and their rulers in the Medieval world and the Renaissance.

Learn how these changes help protect you today.

**Year 8**

Know how we removed kings and gave power to ordinary men and women. Learn how humans came to value individuals whatever their colour, religion or sex. Then you will know how to defend your rights as adults.

Discover how wealth is created and why the average person in Britain is richer than 90% of the world and how to stay ahead in the 2030s.

Compare this to others' lives and why Britain changed the world for better and worse through slavery, empire, human rights, migration and war. Learn how today we all still have responsibilities to life on this planet.

**Year 9**

Two world wars helped create the modern world. Businesses, economy, Pensions, NHS, benefits, Brexit, mobile phones, satellites and foreign holidays.

How we look at possible futures through the past, a world of fascist, communist, LGBT, racial, gender equality and inequality.

Where we came from aids our understanding in where we are going and how you can thrive economically, ecologically and ethically.

**Year 10-11**

Take a GCSE that leads into a wide range of careers. Learn how dictators conned citizens into voting for them, creating wars that killed 50 million. Learn how not to be similarly fooled. See human success and that Covid is just the latest battle and how cures will be developed in the future. Recall when parliament, science and caring for society began.

**6th form**

Learn more about the world we live in today, the good, the bad, the ugly, from witches to genocides and the NHS.

**STUDY HISTORY BECAUSE I AM INTERESTED IN THE FUTURE**

**VOTE!**

**What matters to people?** Builds from religion, types of religion, different religions, attitudes to culture, then into political issues: democracy, civil rights, freedom, financial aims, sexual identities

**Where does power lie?** Feudalism, monarchy into representative government, republicanism, then democracy, then social power rights, sexism, discrimination

**How is wealth created?** Manorial, proto-capitalism, capitalism, industrialisation, modernity, communism

**What is life like for people?** Feudal, industrial, global diversity

**Curriculum Intent**

- To provide powerful knowledge creating **ethically minded, environmentally sensible and political active students**
- Provide skills and knowledge to allow students to progress materially as **economic citizens** – presentation, economic understanding, global identities.
- Develop progression to allow for success in **examinations**, through development of disciplinary concepts and substantive knowledge such as civilisation, Christianity and causation
- To build student interest to have a lifelong interest and **enjoyment of history** realising its power to frame society.
- Provide a **broad and balanced** curriculum for our local community such as creating an appreciation for Eastern European migration, to look beyond media stereotypes of Islamic fundamentalism and reduce local prejudice of LGBT. An understanding of economic trends that have seen **Corby** reinvent itself since the 1980s.

**Curriculum Intent**

- To provide powerful knowledge creating **ethically minded, environmentally sensible and political active students**
- Provide skills and knowledge to allow students to progress materially as **economic citizens** – presentation, economic understanding, global identities.
- Develop progression to allow for success in **examinations**, through development of disciplinary concepts and substantive knowledge such as civilisation, Christianity and causation
- To build student interest to have a lifelong interest and **enjoyment of history** realising its power to frame society.
- Provide a **broad and balanced** curriculum for our local community such as creating an appreciation for Eastern European migration, to look beyond media stereotypes of Islamic fundamentalism and reduce local prejudice of LGBT. An understanding of economic trends that have seen **Corby** reinvent itself since the 1980s.

**Department strengths**

- Finally** fully staffed with history teachers
  - Collaborative planning, lesson resources
  - Innovative (environmental history, LGBT, bridging lessons)
  - Up to date – historical association
  - Training for early years teachers, dept meetings
- Areas for development**
- Assessments, clearer progression of second order concepts, more model answers/detailed mark schemes
  - Consistency in teaching skills/content
  - Results (grade 5/6 GCSE) and popularity

**Deep Dive Knowledge Organiser History**

**Sequencing Rationale and progression**

Broadly chronological to provide a sense of progression over time such as the development of big human ideas such as democracy, with some thematic or breadth studies which overlap general chronological format to build overarching knowledge and frame key concept understanding such as migration.

**What matters to people?** Builds from religion, types of religion, different religions, attitudes to culture, then into political issues: democracy, civil rights, freedom, financial aims, sexual identities

**Where does power lie?** Feudalism, monarchy into representative government, republicanism, then democracy, then social power rights, sexism, discrimination

**How is wealth created?** Manorial, proto-capitalism, capitalism, industrialisation, modernity, communism

**What is life like for people?** feudal, industrial, global diversity

Disciplinary skills developed, e.g. **Continuity and Change**

⌘ 7, T6 Stuarts identifying that things change

⌘ 8, T1, Democracy, understanding how progressive change flows across time

⌘ 9, T4, Rights, understanding that the flows of change are not consistent and vary between concepts and may ebb and flow

**How do we ensure pupil progress for all pupils**

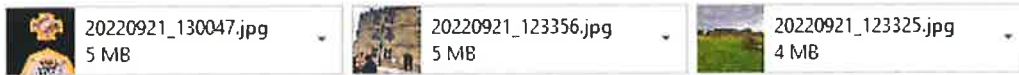
- Use data to inform planning, personalised targets
- effective **Pedagogy**, scaffolding, high aspirations, cultural capital, cultural literacy, seating plans, group **work, dual** coding, metacognition, **oracy**.
- Feedback**, feedforward, formative assessment
- Memory**, Chunking, mnemonics, association, mind maps, flash cards, LOCI, knowledge quiz, interleaving, by rote,

**Cross curricula links**

- Work alongside subjects such as English framing paragraphs with PETAL/PEE, DAFORST persuasive writing**
- Knowledge overlaps, English focused on WWI war poetry, history on the significance of WWI in generating change.**
- Industrial revolution unit in history provides background for Dickens and Renaissance for Shakespeare.**



The department seeks to lead beyond its own classrooms. It is involved at the Trust level helping out other schools and working with other departments at CBA such as CEIAG and PD to provide resources.



Hi Mike,

Sorry for the delay sending you this, mock marking took over!

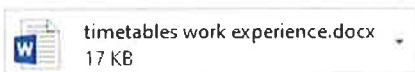
The first one is an insignia that is a way of criticising the personality of Mary. (can't remember the details and have misplaced my notes!)

Second is the only building really left standing. It is the guard house. There are references to it in the AQA booklet and its ceilings with the insignias.

Third is basically all that was left in the site. It is the grand hall wall around the sides are the walls tht kept Mary prisoner. I am standing outside the guardhouse and the trees at the far end mark the end of the site. Where the wall is would have been the whole of the lodge, right across to the ruins you can see on the far right. I can only think it is either about financially ruining Talbot or keeping Mary away from things. The whole site is the top of a hill and so is situated in a castle like position of the surrounding area.

Hope this helps,

-----



-----

As some of you know in the last full week of term, we have two year 12 history students who want to be teachers and who will be doing work experience with us. July 12. We have

On Monday they will be watching you teach.

On Tuesday as a pair they will be helping out as TAs.

From Wednesday they will be starting to do some little activities in your lessons, perhaps leading guided reading or doing a starter or running a quiz.

Where possible they will be observing/TAing with the group that they will doing activities with later in the week but this is not always possible.

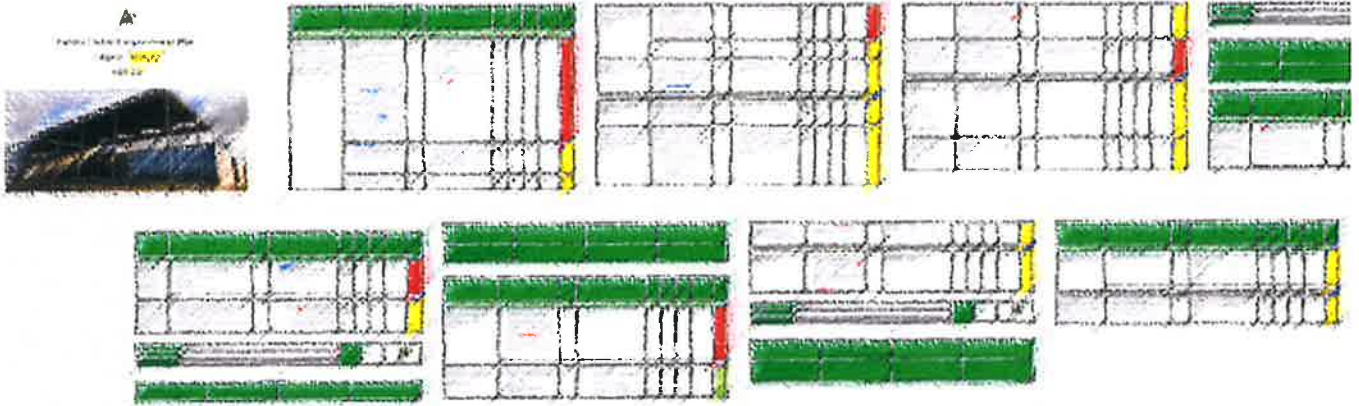
There are also some odd one off lessons where the curriculum means lessons don't fit. They will probably be happiest simply observing you teaching in those lessons.

Thank you Josh for ~~being volunteered~~ volunteering to have them in your tutor group! 😊

### 2.3 Self-evaluation and monitoring: How does the school self-evaluate history? How does the process contribute to improvements?

Highly effective strategic leadership has led to significant improvements in curriculum and results. Standards in history are identified and shared with governors/SLT and whole school. Development plans are based upon needs and aspirations. Monitoring measures progress and there is positive impact.

SIP evaluation, 3 times a year moderated by LM. As seen here it is detailed and RAGed to show progress. One section example given.



Enhance academy Learning Segments teaching framework, road stories and lesson expectations. As well as ensure there are sequenced learning opportunities in all subject areas, which are secured with an excellent pedagogical approach to enable progress in learning	<ul style="list-style-type: none"> <li>- Curriculum reviewed to meet latest broad and balanced HA suggestions</li> <li>- Generative knowledge refined and embedded by staff through retrieval every lesson</li> <li>- Retrieval opportunities refined to focus on generative knowledge</li> <li>- Enrichment curriculum offered - collaborative planning to ensure consistency, marking books first, prioritise core knowledge help sheets</li> <li>- <u>Post colonial</u> stories and academic historical approaches included</li> <li>- Learning plans and road stories are used to frame curriculum</li> <li>- Road stories and learning plan framework visible in books</li> <li>- Ensure the <u>3 strand</u> pupil focus of pedagogy, curriculum impact and attitude to learning are at the heart of teacher focus each lesson through weekly emails, lesson plans and road stories</li> </ul>	2023	<ul style="list-style-type: none"> <li>- All lessons will have sufficient scaffolding for all abilities</li> <li>- All lessons will have retrieval and metacognition and cognitive science embedded.</li> <li>- Students attend and benefit from enrichment curriculum showing progress and confidence</li> <li>- Books will show progress across all groups</li> <li>- Updated <u>SoL</u> in year 9</li> </ul>	FIRO ANKL DAHA BAGL	FIRO	LIHA		
	<u>Non specialists</u> and ECT supported through high quality lesson resources, detailed road stories, learning plans, dept meetings, CPD	2023	<ul style="list-style-type: none"> <li>- ECT will feel confident teaching all topics to all year groups</li> <li>- All staff will have a good understanding of what high quality history education looks like and have confidently implemented it (Ofsted July/HA QM)</li> </ul>	FIRO ANKL DAHA BAGL	FIRO	LIHA		
	Working towards HA Quality Mark to create curriculum planning is at the highest quality	2023	<ul style="list-style-type: none"> <li>- HA QM will be engaged and developed</li> </ul>	FIRO ANKL DAHA BAGL	FIRO	LIHA		

### Analysis of results KS3-5, example shown here.

Name	9 - 9%	9 - 8%	9 - 7%	9 - 6%	9 - 5%	9 - 4%	9 - 3%	9 - 2%	9 - 1%	9 - WT	9 - U	9 - X	Other	Total Gri	Average	Average	Residual	Subject I
(Not in Class)	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	1	3=	2.00	-0.50	0.46
<a href="#">1:5/H/1</a>	5.6	22.3	50.0	65.7	74.4	84.4	84.4	84.4	100.0	100.0	100.0	100.0	100.0	18	6+	6.33	0.66	1.24
<a href="#">1:8/H/1</a>	4.3	21.7	30.4	60.3	60.3	65.2	78.3	95.7	100.0	100.0	100.0	100.0	100.0	23	5+	5.17	0.32	0.13
<a href="#">1:7/H/1</a>	5.0	5.0	20.0	60.0	80.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	20	6-	5.70	0.59	0.80
<a href="#">1:0/H/1</a>	0.0	0.0	17.6	28.4	47.1	76.5	88.2	88.2	88.2	85.2	100.0	100.0	100.0	17	4+	4.35	-0.05	0.17



**Laser meetings to target underperformance at KS4 with emphasis on focus groups such as SEND and individual underperformance.**

Year 9 - Subject Knowledge Review

Q1	Q2
Q1	Q2
Q3	Q4
Q5	Q6
Q7	Q8
Q9	Q10
Q11	Q12
Q13	Q14
Q15	Q16

Q17	Q18	Q19
Q20	Q21	Q22
Q23	Q24	Q25
Q26	Q27	Q28
Q29	Q30	Q31
Q32	Q33	Q34
Q35	Q36	Q37
Q38	Q39	Q40
Q41	Q42	Q43
Q44	Q45	Q46
Q47	Q48	Q49
Q50	Q51	Q52

Governor meetings with history take place a couple of times a year. This year this discussion led to create a more child-friendly road story.

It's that time again when I need to do a quick visit to the History department. This time it would be good to see some year seven pupils in lessons, and ask them questions for a couple of minutes. I'm not sure what days Year seven are with you, but I'm hoping either a Wednesday or Thursday in the next few weeks. So that's either the 9<sup>th</sup> or 10<sup>th</sup> or 16<sup>th</sup> or 17<sup>th</sup>.

I look forward to hearing from you.  
Kind regards



Dear Colleagues,

I hope you are all well!

I have set up our termly Quality of Education meetings week commencing 26<sup>th</sup> June with you all to go through your FIPs , teaching and learning and your curriculum focus for September 2023. Can you bring your Ofsted folders to our meeting.

Please see the dates and times of the meetings below:

Venue:  Office

**Monday 26<sup>th</sup> June 2023:**

- History – Fiona: 2pm
- Business – Alex: 3pm

Hi Fiona

As promised yesterday, my recommendations to develop the CBA History curriculum are:

1. Lesson resources need a clear thread and focus - 5 takeaways approach to lessons/sequences of lessons to identify the must teach elements (This is linked to 3. as well)
2. Curriculum cohesion - Map of what substantive and disciplinary knowledge is taught/returned to all in1 document
3. Less, but in greater detail – what is the core knowledge that students need to retain to make progress through the curriculum? Core knowledge summary documents exist for some enquiries – link these to the above curriculum map
4. Assessments – all end of unit assessments should have the mixed constitution or MCQs, short answer and extended answer, so that you can diagnostically assess what aspects of the curriculum students are grasping or not grasping, as well as their ability to write about it



**All teachers must ensure that students know by the end of term 4**

**Key words – have an understanding of what they are and what they looked like in the past**

- Monarch – king or queen
- Succession – when throne goes from one monarch to another
- Heir – person who will inherit
- Reformation – when Christianity was reformed
- Protestant – a protester against Catholic church
- Monk – priest who spends his time praying
- Monastery – where a monk lives
- Christianity – religious system based around Jesus
- Church – institution that runs Christianity
- Faith – belief in something
- Hell – place of terror
- Pope – head of the Catholic church

**Core substantive knowledge**

1. The reformation
2. The difference between Catholic and Protestant
3. The break from Rome
4. The religious helter-skelter

**Core disciplinary knowledge**

1. Causation – that causes are relationships that interweave, not things that move in lines
2. Previously students have seen how causes create events and that there can be important and less important causes. In future they will put all of this together along with long and short term.

**Homework**

1. Make sure students have the full understanding of change in the period – if time you could use in a lesson

Term 4 – can be the difference between 10 or 12  
So there is flexibility with the SoL to fit your group.  
 Ensure that the core content is taught

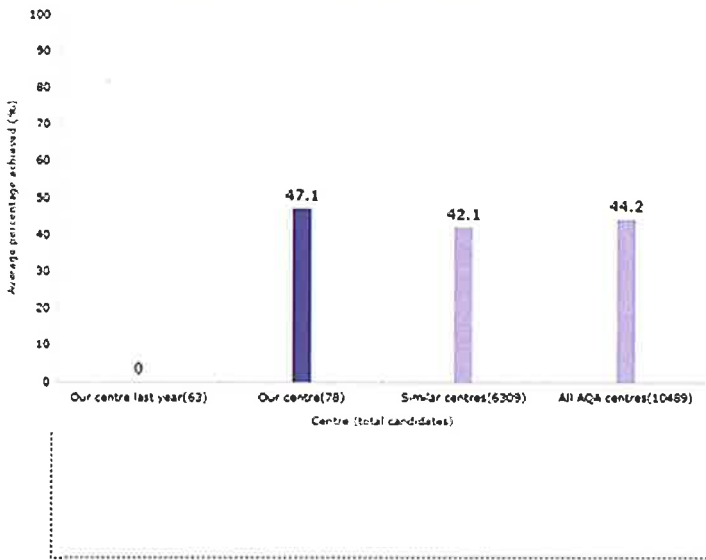
1 (2)	Assess task	This is one of the 3 yearly main assessments – you can spend two lessons if you have time - or spend time on the doom painting if you ran out last erm
2	Wars	Wars of roses – bridging lesson between medieval and Tudor
3	Church criticism	Core knowledge for GCSE
4	Protestant and Catholic	Fun way to embed knowledge
5	Monasteries	To build understanding of reasons for break from Rome
6	Break from Rome	Core knowledge for assessment
7	Break from Rome	Disciplinary knowledge for assessment
8 (9)	Assessment	You could take two lessons to purple pen
9	The others	<u>So</u> the term has diversity
10	Reaction	Levels of Protestantism in Elizabethan England

**This trust feedback enabled HoD to reduce workload and departmental time by placing the 5 key takeaways within lesson powerpoints and core knowledge documents making the way we teach more efficient and better for TAs.**

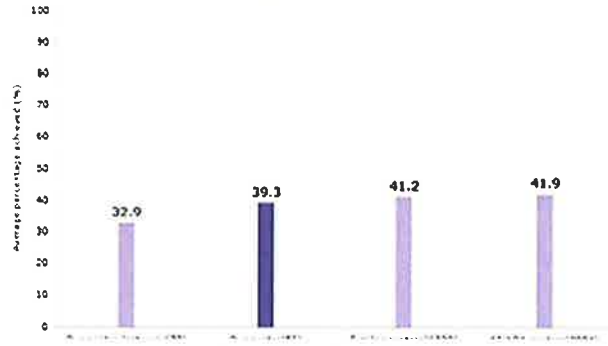
**Core knowledge sheets**

# Leadership at all levels has allowed a significant improvement in GCSE results

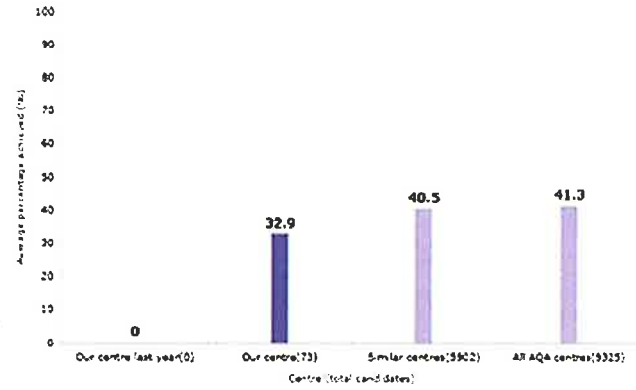
**GCSE June 2022 814B08 HISTORY B08**



**GCSE June 2019 8145GC HISTORY GC**



**GCSE June 2018 8145GC HISTORY GC**





## 2.4 Support of staff: How effectively does the subject leader support specific staff? How is the subject leader supported?

The HoD tries to prioritise support for all staff within the subject, through close mentoring and monitoring. We try to provide regular opportunities for staff to grow and meet their aspirations. All in the department are encouraged to take on responsibilities. There is strong support from senior leadership who support the development of the subject leader.

### See evidence in 2.1 and 1.3

Workload, wellbeing and teacher retention can be improved by leadership, so in a school that historically has had problems recruiting emphasis has placed on reducing staff workload. Lessons containing all the components of quality first teaching, recaps, modelling, varied activities, literacy have been provided for all year groups for every unit of study. In addition, workbooklets for cover/non-specialist/ECT/ML/SL/part time provide self-directed study tasks to ensure no student is ever left behind whatever the circumstances.

Documents > HISTORY > KS3 > year 7

Documents > HISTORY > KS3 > year 7 > term 3

Name	Modified
Term 1 - nurture	August 30, 2022
term 2	August 25, 2022
term 2 - nurture	April 16
term 3	December 27, 2022
Term 3 - Nurture	January 2
term 4	February 6
term 4 - nurture	February 17
Term 5	April 8

Name
lesson 1 - society
lesson 10-11 - assess
lesson 12 - st george extra lesson
lesson 1a - society
lesson 2 - economy
lesson 3 - economy
lesson 4 - law

## Information – year 8 Industrial Revolutions

What is the link for people during the industrial revolution?

	Requirements	Provision	Provision
From 1780 onwards, the way the world works changed dramatically. The rise of the Industrial Revolution.	1780s, production grew in villages and towns.	Domestic	Production and consumption of goods in a factory.
How did the revolution change the world? The changes to society and the economy.	Factories began to produce goods in large scale instead of in cottages.	Urban	System of cities based on wealth and status.
How did the revolution change the world? The changes to society and the economy.	1800s, population grew dramatically.	Industry	Manufactures of goods.
How did the revolution change the world? The changes to society and the economy.	People began to work for wages in towns.	Regions	A few were given the job while many were left unemployed.
How did the revolution change the world? The changes to society and the economy.	People began using fossil fuels to produce energy and transport.	World	Factories that damaged the quality of products.
How did the revolution change the world? The changes to society and the economy.	1780s, people began to demand more political rights.	Education	Public schools.
How did the revolution change the world? The changes to society and the economy.	1800s, people began to demand more political rights.	Agriculture	Farming.
How did the revolution change the world? The changes to society and the economy.	1800s, people began to demand more political rights.	Legislation	Acts that protected workers and limited child labour.

**What were the effects of the Industrial Revolution?**

**1800s** - you will be able to know the life expectancy. From 1800, you will know that the life expectancy was 40 years. This was due to the fact that the life expectancy was 40 years. This was due to the fact that the life expectancy was 40 years.

**1800s** - you will be able to know the life expectancy. From 1800, you will know that the life expectancy was 40 years. This was due to the fact that the life expectancy was 40 years.

**1800s** - you will be able to know the life expectancy. From 1800, you will know that the life expectancy was 40 years. This was due to the fact that the life expectancy was 40 years.

### How far did the 1920s Roar?

**Big Question:**  
**How far did the 1920s roar?**

**Do Now**

1. Define Laissez faire
2. Define economic boom
3. Define trade
4. What was prohibition?
5. What was a speak easy?
6. Define imperialism
7. Define nationalism

**What is the link for page 2?**

**My work**

- Task**
1. read through the information and in your books
  2. Give a heading to each paragraph
  3. Summarize each paragraph in one sentence
  4. Write an answer to the question 'How far was the 1920s an era of change?' consider different aspects of change eg. Architecture, technology, leisure

### 1920s, An era of change

The 1920s ushered in many changes. During the 1920's the entertainment industry blossomed. The average working week dropped from 47.4 to 44.2 hours so people had more leisure time. Average wages rose by 11%. A lot of this spare time and money was channeled towards entertainment. In August 1921 there was only one licensed radio station in America.



By the end of 1922 there were 508 of them. The radio enabled people to listen to JAZZ music. Jazz music was epitomized by the image of the 'flapper' - a young woman who wore make-up, short dresses and smoked in public. The older generations perceived jazz as being the core of moral sexual degeneration. The cinema quickly discovered the selling power of sex. Extremely daring films were produced which today would seem tame, but then caused people to faint in the cinema. Rural areas were so shocked that 36 states threatened to introduce censorship legislation.

**Check list for...**

1. Check your book and notes for the big question.
2. Underline the big question.
3. Write the title and question.
4. Complete the answer sheet.
5. If you do not know the answer look for it through your book or find it on the internet.
6. If you are still stuck, write down the question and try to write it in your own words.
7. Write carefully to give teachers a good idea of what you know.
8. Write the date and your name.
9. Complete the worksheet or activity that the teacher has given you to do.
10. Use the book to help you give your work.
11. Put your hand up if you are stuck.

## Regular emails help staff when snow and strike days disrupt the flow

Hi everyone,

Enjoy your long weekend!

Given the chaos of this and next week, I think the best solution is to teach the next lesson in sequence to all groups on Monday. Dept meeting we will sort out what we are teaching to each groups and plan until the end of term with assessments etc. with all the missing lessons.

Dept meeting agenda

Sorting curriculum for this term

Assessment marking and data entry

Send check of students to ensure that all send students have their CBA entitlements in each lesson.

Wed/Thurs days for non NEU staff

Kind regards,

## HoD encourages staff development so they can achieve their aspirations and integrate into new systems

Thank you for thinking about me! 😊

From:

Sent: :

To: Mi

Subject: CPD

Hi Ane',

It may be worth asking Kerry about this, but my suggestions for you would be, SEND / effective teaching of hard to reach (ie how to teach English kids 😊)

Kind regards,

Fiona

## HTLA and TA are included in this development, as are young members of staff, who are given the opportunity to get experience of Middle Leadership roles running areas of the department

I met with Mandy and Vivienne this evening to talk about the nurture groups. The purpose of the session was to discuss concerns and help with subject knowledge for next term on the Renaissance. I spoke through the lessons that were taught last year, and concerns that they had. Spent time on 'what the Renaissance was' and the causes of the Renaissance so teachers more confident teaching the lessons.

Vivienne's assessments this term will be completed in an additional intervention sessions.

A further session will be held next term to discuss individual lessons when these have been put together

There are 3 nurture students joining mainstream next term; Fran to share names when finalised.

Thanks

Hi Fiona, thanks for doing this. Kind regards Francia

Subject: nurture training

Hello Fran,

Nurture training 20-10-22

Attendees: Sara, Vivienne, Suzanne, Mandy

- Talked through the purpose of road stories in the curriculum and updated road story.
- Showed how to link curriculum to road stories during teaching.
- Looked at an ideal lesson formula.
  - Recapping from last lesson, term, year – and discussed ways of doing this when you are not familiar with all the curriculum
  - Discussed show me and develop me jigsaw pieces
  - Scaffolding and differentiation - the difference,
  - Strategies for scaffolding – key words, starter sentences, prompts etc.
  - Modelling – how to structure, guide and build independence
  - Range of techniques to check learning
  - End of lesson objectives – check that big question is understood – considered different strategies for achieving this objective.
- Aob

### The Trust provides support for departments



Please find attached a PDF of the latest edition of TH, hot off the press. The Cunning Plan, What's the wisdom and the Triumphs Show are all really good.

Enjoy, thanks  
Adam

### The Trust provides time for HoDs to meet and develop their teams and their practice.

Key Stage	Things we are proud of - highlights and exceptional practice you would like shared across the Trust.	Aspects of the curriculum – topics or delivery you are less happy with.	Plans you have in the pipeline to facilitate curriculum change and improvement.
3	NAHT aspire - history to share best practice across the academy . Targeted intervention, bronze, silver, gold (staff training –FIRO) High quality written feedback and planning to support needs of learning (staff training – AMHO) Behaviour system management (TBA – BICO)	More skills focused and targeted differentiation	Department meetings, one-to-one teachers
4	Tracking and targeting gaps in skills and knowledge because of instability of staffing at CBA to ensure all students felt reasonably confident with all 4 units on exam	Student lack of confidence and resilience, particularly in tests	Use DOS
5	Ensuring cohort were able to complete course modules that were not always appropriate for students, alongside embedding new courses with first time teachers of KS5	Lack of coaching observations	Call in cover



SLT provide HoD with strong support

Aob

LH would like FR for all  
of your hard work with  
the department.

CBA's approach to staff development is supportive and non-judgemental providing ongoing support in coaching, ML and SLT drop ins and encouraging staff to share best practice.

Formative lesson observations

**Date:** 08/12/2022

The **Strengths** identified were:

Good subject knowledge is evident in content choice

Knowledge provided in the lesson aligns with the subject curriculum road story

Work is coherently sequenced so that pupils accumulate sufficient knowledge, understanding and skills to secure future learning

The **Development Areas** identified were:

A wide range of questions are asked as part of assessment of and for learning.

The following **additional comments** were also made:

Well planned lesson, calm and purposeful. Good teacher knowledge demonstrated. Further development of higher order thinking questions to further challenge students though process. Think about the pace of the lesson and using a timer. Marking and feedback needs to be a focus moving forward.

As a result of this feedback, we **recommend the following CPD:**

Share best practice with Yass,

## 2.5 Status of history: How is the high status of history reflected within the school and beyond?

History well respected in school and the senior leadership of the school are supportive of the role that history plays. The school is well recognised and works hard to create a profile beyond the school.

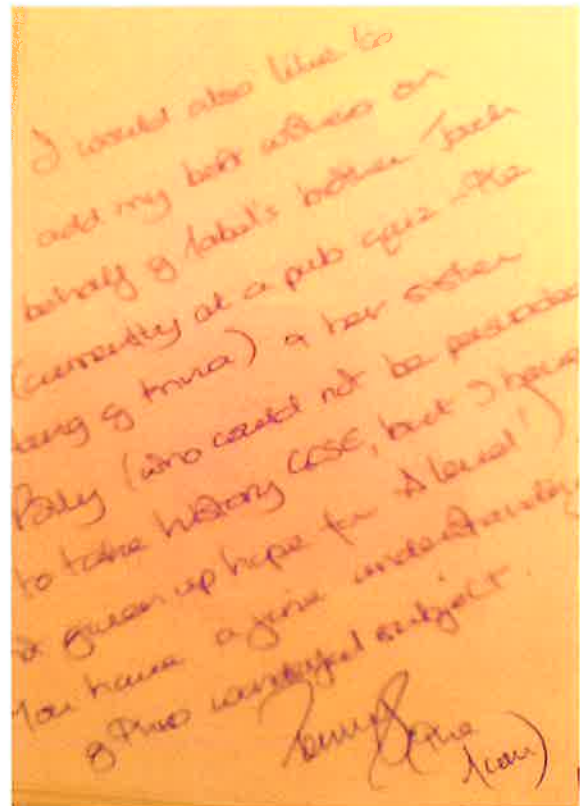
### Parents have a high regard towards the history department

Thank you for the lovely email. History is Caitlin's favourite subject and we are both grateful that she has you as a teacher. She speaks very highly of you and your methods of teaching.

Caitlin is planning to take History as her first A Level choice and is working hard to achieve the grades required to enable her to do this.


Thank you for your support with Caitlin and making this subject enjoyable for her.

Kind regards



### We work with trust schools to support the development of history in less established history departments

To Dr F Rowe

 You replied to this message on 09/09/2022 09:22.

Would you mind if I share your email with her and you could offer some support?

## Local history groups approach us for our support and we work closely with the Local community development and historical associations.

Good afternoon

I'm sending you this flyer to notify you of an upcoming presentation about the Roman villa site that was found during the development of Priors Hall

The presentation is being given by East Oxford Archaeology and will take place on the evening of 18<sup>th</sup> May in Brigstock Community Hall - full details are on the flyer.

I thought this presentation might be of interest to your history students, particularly given the proximity of the school to this important archaeological site

Regards

  
on behalf of Brigstock Archaeological Group

+

## Within school history has led assemblies and PDD topics

Hi Stuart,

Thank you for this. I like the powerpoint and is definitely something we can embed into Registration. In terms of taking Year 7, 8 & 9 students off timetable on Friday 27<sup>th</sup> Jan for the hour, I think this would cause too much disruption to lessons and there may be behaviour issues P5 in the theatre. My suggestion would be that Fiona speaks to her team and they cover this during their History lesson during that week if possible.

Let me know your thoughts...

  
Head of Year 11  
Personal Development Lead

## Staff outside history department, such as in the unit, appreciate that we include them in history activities such as outside speakers.

Hi Fiona,

Thank you so much of thinking of us 😊 What time did you say on the 8<sup>th</sup>, I have forgotten!

Kind Regards

  
Assistant Unit Manager  
Deputy Designated Safeguarding Lead

## History is appreciated as being department that works collaboratively across the school

Thank you Fiona for your History input! 😊

Just waiting for MFL and Business to have a look

	P1	P2	P3	P4	P5
MON	BL4	BL3	BL3	BU4	
TUES			BU4	BU4	
WED	BL3	BU4	BU6	BL3	



## 2.6 Views of parents and Media: How effectively do the views of parents and media support improvements in history provision?

Parental feedback is sought through a range of media. Feedback is used to make positive change.

All teachers start parents' evening with the words, 'How is your child finding history?' to identify parental concerns. Parental comments about data collection has ensured that history has helped refine the school data structures to simplify data for parents moving from a flightpath to above/on/below system

Thank you very much for your time, we really appreciate it. We are happy to hear about Nicolas' improvement, he is spending a lot of time on seneca to do his work there.  
Thank you for explaining the marking system for us, it is a little bit clearer than before.

Since the introduction of the 9-1 GCSE and the almost doubling of exam content many students express concern about the scale of history GCSE, in response to this, while we set homeworks to ensure that knowledge is consolidated, we are developing homework with core and extend tasks so that all students cope. This change was caused by parental concerns.

I'm writing to advise that [redacted] will not be able to attend any of the history session 6 on a Thursday due to an existing long standing commitment as an RAF Air Cadet.

Over the past few months [redacted] has been suffering from fatigue, headaches and sickness which her GP is investigating, however I believe that the stresses of year 11 may be a contributing factor.

My husband and I have spent a long time with her discussing each subject she is taking, how it relates to her A level choices and intentions of a career in the RAF. We have agreed which subjects she should be prioritising in order to secure the grades she needs whilst protecting both her physical and mental health.

History is not a subject that she will continue beyond GCSE as it has no benefit to her career choice. We have made it clear that she should complete all work she is given to the best of her ability but do not expect her to be targeting a high grade at the expense of other subjects.

I hope you understand that our priority is to ensure our daughter is healthy and able to sit her exams in May/June.

**Media influences the curriculum and the department adapts the curriculum to reflect current events. Recent years focused on things like Moon Landings, Black Lives Matter and Ukraine War.**

Bristol, England 7, June 2020:  
This Is Edward Colston's Statue. Why is this happening?

A B C D

Example of the adapted curriculum

Thanks to the internet community for the inspiration for this lesson