

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?

CPD the department has engaged with in academic year 2025-6

Also 2.4

History and Politics training 2025-2026

A Level	SHP Developing Teachers conference
OCR Exam Feedback 19.11.26 OCR exam feedback 2025.docx	Analytical Writing – 2.3.26 SHP Analytical writing notes - Copy.docx
Politics -	Modelling historical thinking in the primary classroom 27.4.26 Modelling Historical thinking at primary SHP 2026.docx
GCSE	NEU SEND training
History GCSE Training notes 2025.docx	Girls and Autism 27.11.25- 1492745_rec-girls-and-autism.pdf
Exam Feedback Training – 7.10.2025	Speech and language 26.11.25 1491714_neu-secondary--why-supporting-sl-devt-is-important-for-semh-6pp.pdf
Explain Why question 24.2.26	Study skills and revision techniques for neurodivergent learners 27.11.25 Study skills and revision techniques for neurodivergent learners - NEU CPD 27.11.25.docx
Exploring the ‘judgement essay’ question 17.3.26	Teaching a neurodiverse class 16.11.25 Teaching Neurodiverse class - PCA Notes.docx
Citizenship	Understanding dyslexia 29.11.25 1492580_rec-dyslexia.pdf
Examiner training - Examiner Training Notes	
HA Oracy training	
Oracy across key stages 2.3.25 - Twilight notes oracy across key stages.docx	
Using debates to engage students 3.3.26 HA Webinar Using debates to engage students.docx	
Assessing historical oracy, The bigger picture at KS3 13.4.26 Assessing Historical oracy The bigger picture at KS3.docx	

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?

Notes from the HA's series 'Making History Accessible' – all sessions attended by department. Notes taken on each session and shared in department folder.

Making History Accessible – Mastering the Memory Challenge

[Mastering the memory challenge: running successful interventions with students who are struggling to remember at GCSE](#) – Recording
Passcode: sX1dx+Aj

Research base and useful links:

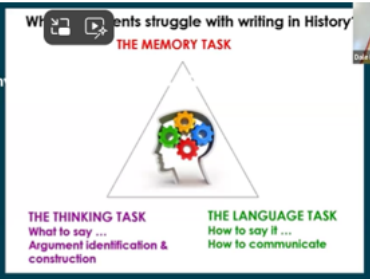
Make it Stick

The Learning Scientists - [The Learning Scientists](#)

[Exam Study Expert home - how to study like never before](#)

Why do students struggle with writing history?

Memory, thinking and language –



Cambridge Handbook of Expertise and Expert Performance - 'on the one hand there is the problem of what to say, on the other there is the problem of how to say it'.

History Wheel of Studying:

Use in first session of intervention with students

10 Practical Strategies:

1. Reduce cognitive overload by identifying key takeaways.

Cognitive load is task demand over available resources.

Sometimes reducing the quantity works to reduce the cognitive load – e.g. one paragraph instead of 2.

HA Medieval History Publication (Ian Dawson) - 10 key takeaways for teaching medieval history. What are the 10 key takeaways from what we're teaching? Is it shared with the department? Is that reviewed?

2. Help students see the wood for the trees by making these takeaways explicit

Created overview sheets one on each [time period](#) of medicine – what the key knowledge takeaways and what the key questions are – inset example

3. Strengthen the 'encoding' phase of memory by introducing targeted practical demonstrations linked to key concept/concepts.

Encoding phase of memory – 3 stage process – encoding, then consolidation phase then the retrieval phase. Encoding can do a lot of the work.

HA – Practical demonstration: Powerful and rigorous history teaching for all. Teaching technique that illustrates and teaches concept in a powerful way.

Ian Luff – Cuban Missile Crisis – attention grabbing

4. Consolidate knowledge by building up a 'big story' each week

Students who are struggling often don't have a clear narrative for the unit. Each week [refer back](#) to the big story. Consolidation of knowledge rather than encoding. E.g. Eliz and problems she faced uses PERMS to identify different categories. Link to living graph for how severe the problems she faced were.

Scaffolding – constantly referring to what's crucial to understand. E.g. key themes in through time study.

Building up big picture using snowballed scaffolds

5. Consolidate knowledge by introducing memory aids that organise the key takeaways into manageable chunks.

The Art of Explanation – Ros Atkins

Chunking – identifying a collection of information and labelling as a single in your mind (4 or 5 pieces of information)

The story method

The Journey method

Memory palaces

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HA Webinar: Using debates to engage students, improve writing and strengthen memory – Dale Banham

How to structure effective debates - (Dylan William) - making sure that they are collaborative, inclusive and not dominated by a few students

	Where the learner is going	Where the learner is	How to get there
Teacher		Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer	Clarifying, sharing and understanding learning intentions	Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

Help students to test their ideas before they do written work.

The power of debates ...

'Learning is primarily a social activity.'

Ask yourself ...

- Are there speaking & listening tasks before written tasks?
- Is it controversial?

Strategies:

- Argument Bridges – useful for judgement/evaluation questions
- Balloon debates – focussed on the criteria of significance
- Hot-seating – eg – Chamberlain and appeasement
- Mock trials – eg – Papan for the death of Weimar democracy



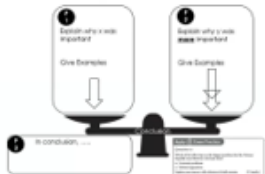
The ABC challenge

A – Add 'killer evidence' to support the claim made in the explanation.

B – Build an even stronger explanation – add extra reasons to support the claim made in the explanation.

C – Challenge the explanation that you find less convincing. Why do you think they are not as convincing as the explanation you have chosen?

Evaluate... Most important?



'Argument bridges' - need several things to support their argument like a bridge. Need to do preparation and thinking before hand.

Having clear point scoring system – using ABC challenge

Balloon debates for significance.

Mock trials

Using criteria linked to your 'key takeaways' of your curriculum.

How to use debates to frame a thematic study or depth study at GCSE – aiding recall and helping 'key takeaways stick'

What is it? Exploring similarity and difference allows us to appreciate the complex nature of how people experienced events in the past: how might two very different groups of people share similar experiences? Or how might two people within the same societal group experience the same event in different ways? Similarity and difference is about the pursuit of nuance, allowing students to unpack generalisations, explore the diversity of human experience, appreciate the generalisations that scholars have used before them, and arrive at their own.

What does excellence look like?

- Why do people have different / similar experiences? **Different perspective / Social complexity.**
- Who are we talking about? **Be specific.**
- Do these labels and generalisations apply to everyone? **Challenge generalisations.**
- How typical? **Publication typicality of individual experience or an individual source.**

CONSIDER DIFFERENT PERSPECTIVES

Gender
Age
Class
ethnicity
Sexuality
Religion

AVOID GENERALISATIONS

People
They
Everyone

Analysing language linked to similarity/difference

Universal	Similarly	Notly comparison	Whereas	However
Locally	Regionally	Nationally	Globally	Representative
Nuance	Overlapping	Overseas	In contrast	In common
Commonplace	Typically	Subtle	Varying	Unusual
Individual	Unusually		Also	Striking

How to use small scale, structured debates to help students test out ideas, refine their use of language and gain feedback from peers before they write.

Picking words from world wall to describe something

During debate getting to choose the right word.

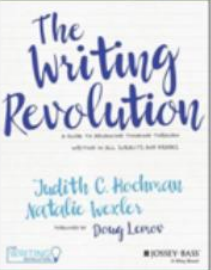
Debates work really well if clear on the criteria – how do we work as historians, is it a 'turning point' as a 'catalyst' etc. Careful use of counterfactuals.

Advocates use of continuum lines a lot – getting students to stand on the line to show their view.

Notes from the HA's series on Oracy – all sessions attended by department. Notes taken on each session and shared in department folder.

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Training planned by PCA and delivered to the department at INSET. Tasks discussed embedded in several enquiries.



TWR Key Principles

1. Students need explicit instruction in writing, beginning in early elementary grade
2. Sentences are the building blocks of all writing
3. When embedded in the content of the curriculum, writing instruction is a powerful teaching tool.
4. The content of the curriculum drives the rigor of the writing activities.
5. Grammar is best taught in the context of student writing.
6. The two most important phases of the writing process are planning and revising.

Sentence level activities

What makes a sentence a sentence?

- Using fragments and turning them into sentences
- Identify fragment and complete sentences from a list
- Finding fragments embedded in paragraph
- Unscrambling scrambled sentences
- Correcting run on sentences

Unscramble these sentences into order and write them in your books with accurate punctuation:

1. and cramped were Conditions dirty in factories hot
2. poor because extra worked in needed factories money families Children
3. Britain industrial The from an changed agricultural to a nation Revolution Industrial

4. Go further - Complete this sentence in your book:
The Industrial Revolution happened because....

Developing questions about pictures

- (as a precursor to students developing questions about text; both develop higher-level cognitive functions)
- Giving the prompt of different types of questions, or different first words
- Students sorting questions into questions about different things (content, provenance, etc)



Come up with 4 questions about this object

- 1 – Who...
- 2 – What...
- 3 – When...
- 4 – Where...

Go further: come up with a 'why' question about this object

Appositives

A second noun, or a phrase or clause equivalent to a noun, that is placed beside another noun to explain it more fully.

e.g. 'New York City, the largest city in the United States, is a major tourist attraction'.

Identify, match and create appositives

Practice of forming sentences using historical language

- DNA activities that use 'short term', 'exacerbated', 'turning point'
- Gap fill of specific language related to concepts

Subordinating conjunctions

- Before
- After
- If
- When
- Even though
- Although
- Since
- While
- Unless
- Whenever

- Promotes use of complex sentences
- Improves reading comprehension
- Enables students to vary sentence types
- Boosts vocabulary development
- Encourages close reading and references to text
- Checks student comprehension
- Enables students to answer their responses
- Provides a good outlet for topic and concluding sentences

Because, but, so

"The power of basic conjunctions"

Seems simple but requires students to think analytically

Differentiate by asking struggling students to focus on 'because' and more confident students to tackle 'but' and 'so'.

Recap task

Cuba became communist in 1958 BECAUSE...

Cuba became communist in 1958 BUT...

Cuba became communist in 1958 SO...

Khrushchev put a nuclear missile base on Cuba BECAUSE...

Khrushchev put a nuclear missile base on Cuba BUT...

Khrushchev put a nuclear missile base on Cuba SO...

Complete at least one set of these Because/But/So sentences

Write the sentence starters out in your book and finish by turning them into complete sentences

Recap task

New freedoms were granted in Prague in 1968 BECAUSE...

New freedoms were granted in Prague in 1968 BUT...

New freedoms were granted in Prague in 1968 SO...

Complete at least one set of these Because/But/So sentences

Write the sentence starters out in your book and finish by turning them into complete sentences

The importance of planning paragraphs

Definition of a paragraph

- A group of sentences that include detail supporting a specific point. Should have the following characteristics:
 - Structure – organised in a way that allows clarity for the reader
 - Coherence – logically connected with transition words that give a range of sentence structures
 - Unity – sentences support main idea of paragraph
 - Sentence skills – embedded in how we naturally connect and think, and the types and structures vary

Starts with a sentence to focus

Paragraph with relevant sentences to make a point

Clearly sorted to show a set point of PEE comparison

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Course Completion Certificate



UCL

Certificate for Kathryn Elsdon
attending training on the
Holocaust.

Kathryn Elsdon

has completed the UCL eXtend course

**Understanding the Holocaust at Key Stage 3:
Teaching with a research-informed Textbook**

Completed:

24 May 2022



Generated by UCL eXtend

Notes from the SHP Developing Teachers Conference 2026

Question	Answer
What are the major components of the cell wall of a plant cell?	- Cellulose - Hemicellulose - Pectin
What is the function of the cell wall?	- Support and structure - Prevents excessive water uptake - Prevents excessive water loss
What is the function of the cell membrane?	- Regulates the movement of substances in and out of the cell - Acts as a barrier between the cell and its environment
What are the major components of the cell membrane?	- Phospholipids - Proteins - Carbohydrates
What is the function of the cell membrane?	- Regulates the movement of substances in and out of the cell - Acts as a barrier between the cell and its environment
What are the major components of the cytoplasm?	- Water - Proteins - Carbohydrates - Lipids - Inorganic ions
What is the function of the cytoplasm?	- Supports the cell - Provides a medium for chemical reactions - Stores nutrients and waste products
What are the major components of the nucleus?	- Chromatin - Nucleolus - Nuclear envelope
What is the function of the nucleus?	- Stores genetic material - Controls the cell's activities - Acts as a barrier between the cell and its environment

SJ Bee's slides from the session she did with History teachers from local schools (part of the Downland Alliance network)

PCA's slides for session on
Curriculum Thinking for PGCE
Students 2025 and 2026

5

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PCA's slides for meeting of Downland Alliance network on Building a Diverse and Inclusive Curriculum

Building a Diverse and Inclusive Curriculum
West Berkshire Secondary Network and Conference Event
Welcome!
Please help yourself to tea/coffee

1

Building a Diverse and Inclusive Curriculum
Where are you now with your curriculum?

2

Historical Association
The voice for history

Teacher Fellowships

3

Teaching the legacies of the British transatlantic slave trade
A contemporary source about race, history and education

4

Today's not a good learning day
bah bah high longy wanted to
talking. Yes said coming in
listen when I hear yes. At
Only yesterday we out
because Columbus didn't find
Indians did I want to be
old but I want you to read about
1492. That is all as a reason for this
day is how can white people
black history? Kipp

5

Also 3.1

Also 5.5

Teaching the legacies of the British transatlantic slave trade
A contemporary source about race, history and education

Race can make us uncomfortable

Tension is inherent in the source and it is charged with racial thought.

6

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7

Creating a diverse and inclusive curriculum

- Establish principles for what is included in your curriculum
- Explore what is already available
- Collaborate
- Use existing expertise
- Talk to students
- Embed it

8

Establish principles for what is included in your curriculum

9

LHS HISTORIANS

- Study diversity: hidden histories and
- Challenge stereotypes
- Ask big questions and answer big questions
- Have detailed knowledge also
- Evaluate arguments
- Make well reasoned judgements
- Interrogate evidence
- Examine causes and consequences
- Study change and continuity
- Consider significance
- Write academically
- Explore the idea that history and the past are not the same

'Preparing today for a better future, using the lessons of the past'

10

Also 2.5

Explore what is already available

Collaborate
The Downland Alliance

Historical Association
The voice for history

Use existing expertise

Talk to students

I would love to learn about a wide range of things within school, whether we talk about things that have impacted the LGBTQ+ community, or talk about the racial divides, or even just greater inclusion in general!

Embed it

Why did a gay subculture flourish in 1920s Berlin?

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SJ Bee’s article for One Big History Department on being part of Teacher Fellowship Programme. Resources created are now part of curriculum

A Rejuvenating Experience – OBHD

A Rejuvenating Experience

OCTOBER 3, 2025

#EDUCATION, #HENRY-VIII, #LEARNING, #REFLECTION, #TEACHERS, #TEACHERS-FELLOWSHIP, #TEACHING, #WRITING

SHARE THIS:

X X

FACEBOOK

LOADING...

S-J Bee who teaches at Little Heath School wrote this post following their work on the Historical Association’s Henry VIII Teacher’s Fellowship Programme. It is an extraordinary reflection of the impact the course has had on their journey as a teacher.

Teacher Fellows are submitting their resources, so keep an eye out for them in the spring



HENRY ON TOUR
The progresses of Henry VIII

I have been part of a successful history department for 16 years and remain passionate about history and the importance of subject specialist teaching. More recently, when staffing and timetable challenges have meant being deployed outside my subject area, I have found it difficult to maintain the same level of motivation and connection to my subject. At one point, I even began to consider leaving the profession. Then the opportunity for the Teacher Fellowship Programme presented itself! It is hard to express just how valuable I have found this experience. It has been rejuvenating, giving me a renewed sense of purpose and belief in myself.

Subject Knowledge Rejuvenation:

One of the most exciting aspects of the Fellowship has been the opportunity to engage in a new area of historical research myself. As there is nothing in existing historical literature about Henry VIII’s visits to Reading, I chose to develop an enquiry focused around researching this, giving both myself and my students a

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PCA's slides for 2 different session with University of Reading trainees on teaching legacies of British slavery

Using local history to teach the legacies of the British slave ownership

What issues does this article raise for us as history educators?

A history lesson that floats my boat: the stories of British slave rescues we never hear about

David Olusoga

U and last year we saw how badly flawed Edward Colston. But there, all of a sudden, every middle-class lefty decided that he was the greatest embodiment of British slavers, so they went into the streets of Bristol and, having had his statue with their slaves, tore it down and threw it into the harbour.

David Olusoga

A history lesson that floats my boat: the stories of British slave rescues we never hear about

Fascinating article on this aspect of remembering the past – History wars by Richard J. Evans

The history wars (in a state of mind)

U and last year we saw how badly flawed Edward Colston. But there, all of a sudden, every middle-class lefty decided that he was the greatest embodiment of British slavers, so they went into the streets of Bristol and, having had his statue with their slaves, tore it down and threw it into the harbour.

How many of you have taught on placement or seen being taught:

The Transatlantic slave trade

African History (just connected to the enslavement of Africans)

Black British history

The Civil Rights Movement in the USA

The legacies of British slave ownership e.g. compensation payments in 2020, when that was injected etc.

David Olusoga

A history lesson that floats my boat: the stories of British slave rescues we never hear about

U and last year we saw how badly flawed Edward Colston. But there, all of a sudden, every middle-class lefty decided that he was the greatest embodiment of British slavers, so they went into the streets of Bristol and, having had his statue with their slaves, tore it down and threw it into the harbour.

Our KS3 Curriculum at LHS a few years ago:

Year 7: Romans, Medieval Britain, Islamic Civilisations, Native Americans

Year 8: Tudors, Stuart, Industrial Revolution, British Empire, Voting and Democracy, Local history project, Titanic

Year 9: WW1, WW2, Cold War, Oppression and Resistance – slavery, end of slavery, US Civil Rights, the Holocaust, The 1960s

Our KS3 Curriculum at LHS now:

Year 7: Silk Roads, Plagues, Medieval Queens, Vikings, Crusades, Luther

Year 8: Power of King and Parliament, Industrial Revolution, The British Empire, Kingdom of France

Year 9: Transatlantic Slave Trade, French Revolution, Multicultural Britain, Legacies of British slave ownership, Development of Democracy and Slaves for America, First World War, Second World War, Holocaust, Migration through time, Protest and change in 1960s

What will students who study our history curriculum now learn from it, that they wouldn't take from the previous curriculum?

Curriculum choices

We could teach a 'traditional' history curriculum that leaves students with the impression that:

- The British Empire was a positive modernising force in the world
- African history is homogeneous and 'lame' outside of European context
- The history of people of African descent is only the history of enslavement
- Racism is a problem that happens elsewhere

We could teach a history curriculum that leaves students with the impression that:

- History is a process, it's something that is done, and not something that is agreed upon
- African history is rich, diverse, and fascinating, and valuable to study
- Africans and Caribbean have made significant contributions to British history – since 1688, before Windrush
- The British Empire, and the enslavement of Africans, and the campaign to abolish the slave trade and slavery were defining parts of British history

The curriculum we teach tells a story. Students will not remember every lesson that we teach, but they will take away some lasting ideas. What we teach, and how we teach it matters.

Humiliated silence: multiculturalism, blame and the trope of 'moving on' Emma Waterton

[about the 1807 commemorations] "This is because such moments of self-examination, tied as they are to the distribution of popular memory, often mask more insidious processes of collective amnesia and national forgetting, through power relations and are reinforced."

UK government refuses to fund slavery memorial endorsed by Johnson in 2008

David Lunny MP Speech to Parliament, 30 April 2018

Fatima Barakat

Is his key message? or might use this speech with...

LHS HISTORIANS

- Study diversity, hidden histories and controversial stories
- Challenge stereotypes
- Ask big questions and answer big questions through enquiry
- Have detailed knowledge about the past
- Evaluate arguments
- Make well reasoned judgements
- Interrogate evidence
- Examine causes and consequences
- Study change and continuity

Also 3.1

Teacher Fellowship Programme: Britain and Transatlantic Slavery

Podcasts: Britain and Transatlantic Slavery

Principles for

- Read through t
- 1-7 are content
- 8-14 are pedag

- Have you seen well?
- What kinds of Transatlantic sl

Teaching the legacies of the British transatlantic slave trade

A contemporary source about race, history and education

Race can make us uncomfortable

Tension is inherent in the source and it is charged with racial thought.

We want to answer King's question positively, and assert that we can all teach Black history, if we are ready to consider race and racial thought as an integral part of everyone's history.

We have to expect some discomfort in tackling these weighty issues.

Discuss: What are your worries or concerns about teaching the transatlantic slave trade?

English Secondary Schools and Race

What schools do well:

- Enforce compliance with non-racist codes.
- Emphasise personal conduct against racism.
- Present stories of resistance against historical racist regimes, including the Jim Crow South in the USA and the Nazis in Germany.

What could be done better:

- Develop understanding of systemic institutionalised racism.
- Emphasise the power relations behind racism.
- Present enquiries into the historical roots of modern racism in a British context.

Also 5.5

Also 2.5

9

10

1

2

3

4

The Sunday Times Bestseller

Natives

Race & Class in the Ruins of Empire

Akala

Principles for teaching the transatlantic slave trade

- Read through the different principles.
- 1-7 are content based principles
- 8-14 are pedagogical principles

- Have you seen activities or enquiries which meet these principles well?
- What kinds of activities might be inappropriate for teaching the Transatlantic slave trade?

How far do the example activities fit into the principles you've read?

select 9 students and sell them in a highest bidder auction- the remaining students are plantation owners who use the descriptions to bid on the slaves. Comes with an accompanying power point and instructions

Plantation Group

How the auction works...

Remember that by doing this activity you are developing an important historical skill that you need during your writing of the slave diary (SLAFTY). This means being able to understand what people went through in the past.

The slave auction

When slaves arrived in America after their 3 month journey on the ship they were almost immediately taken to the Auction to be sold. Using the image and the clip from Roots write down what you think the two people in the image are thinking and feeling.

Slave being sold

Plantation owner

5

6

7

8

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Kathryn Elsdon's slides from session at West London Free School Conference on using material culture

Integrating Material Culture in the Curriculum

Kathryn Elsdon and Hannah Howard

Where do you think it might be from?

What can you see?

What do you think this is?



Do you recognise this where this is?

What about now?





Museum of English Rural Life (MERL)

In 1953 the spice box was donated to the MERL by the owners Great Aunt.

Also 3.1

Also 5.5

Also 2.5

What do you think material culture is?

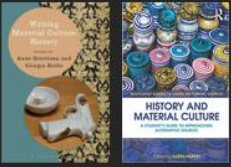
What is material culture not?

Our initial attempt to incorporate material culture into our enquiry led us to a dead end.

On reflection, this was because we:

- Focused solely on the object's physical attributes and purpose.
- Treated the object in the same way we might an image/visual sources – as 'wallpaper'.
- Treated the object as a proxy for empire.
- We used the object as a hook, to create curiosity and to start an enquiry on empire in a local context - not the basis for the enquiry.

So, what is material culture?



- No set methodology – interdisciplinary approach.
- Consider an individual's experience and interaction with the object.
- The shift in meaning of the object (depending on the individual/group interacting with it and the geographical and temporal space within which it is situated).
- This included the shift in meaning from its historical 'life' to its current 'life' in a museum.

How did we use this to adapt our enquiry?

We now changed our approach:

We no longer used the physical attributes of the box as a hook or 'wallpaper'.

We now placed the spice box at the heart of the two lessons planned. Not just at the start it was a constant reference point students could familiarise themselves with.

The first lesson focused on the Empire and how the shifting meaning of the spice box across space would link with the bigger picture e.g. trade.

The second lesson focused on the use of the box today, showing students how the same spice box has completely different use and meaning with those who interact with it across space and time.

How far, and in what ways, does the meaning of an object change over space and time?

How can you access material culture?





How can you access material culture?



How can you access material culture?

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

SLT Link Sam Chaventre
Deputy Head

Members and leadership
structure of department

Head of Department and KS3
leader of History
Pam Canning
Past Teacher Fellow of the
Historical Association
Co-lead of the Downland
Alliance History Network

Timetabled meetings once a fortnight:

- Pam and Sam
- Pam, Steve and Jared
- Pam and Carl

Also 2.4

Key Stage 4 Leader of History
Steve Bond

Key Stage 5 Leader of History
and Politics
Carl Taylor

History Teacher
Sarah-Jane Bee
Teacher Fellow of the
Historical
Association

History Teacher
John Herring

History Teacher and
leader of Citizenship
Jared Andrews

History Teacher and
ITTCO
Kathryn Elsdon
Teacher Fellow of the
Historical
Association

History Teacher and
Assistant Head i/c
KS4
Ros Rayner

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

History Dept Notebook ▾	
+ Add section	+ Add page
2025-6 Department ...	1/9 Inset Department time
Ongoing tasks	16/9 Briefing
2024-5 Inset and mee...	30/9 Briefing (25/9)
2024-5 Briefings	7/10 Briefing
	14/10 Briefing (16/10)
	3/11 INSET time
	4/11 Briefing
	18/11 Briefing
	2/12 Briefing
	8/12 MEETING
	16/12 Briefing
	13/1 Briefing
	26/1 MEETING
	27/1 Briefing
	10/2 Briefing
	3/3 Briefing
	17/3 Briefing
	23/3 MEETING

7 th October 4-5.30 - Exam insights from Summer
20 th Jan 4-5 - Exploring the 'explain why' question
17 th March 4-5 - Exploring the 'judgement essay' question
For A Level exam insight sessions:
History - 2 nd Oct 4-5.30
Politics - 17 th Nov 4-5.30
School changes/priorities raised?
https://littleheath-my.sharepoint.com/:p:/g/personal/rwhitford_littleheath_org_uk/EWk7GaFpUCRMt_d7_ZvCjlgBipbUzbPSKsWZQ4insmJT0A?e=0Qjf0W
Dept Priorities and changes this year:
- Admin/start of year sheets - KS3 Progress sheet 2025.pptx Year 7 - Curriculum Timeline 2025.pptx Timeline slide - Year 8 2024.pptx - KS4 - Year 9 PAPER 2 OVERVIEW SHEET - Year 9.pptx - Year 10 PAPER 1 OVERVIEW SHEET - Year 10.pptx - Year 11 PAPER 3 OVERVIEW SHEET - Year 11 v2.pptx - Training/discussion of Middle East Conflict SHP workshop 2025 - Adding the Middle East Conflict to your KS3 curriculum.pptx Migration KS3 approach Change plantagenets – L1 - 'who were Plantagenets?' - add 2 lessons on who were the Plantagenet women, why are they ignored? Homework on textbook, then do rest of Plantagenet enquiry? Human species at start of year 8 – homework task after L2? - Changes to order of KS4 topics?? - Quality Mark - Quality Mark Portfolio - PCA and SBO cover Friday - Year 13 trophy Chaucer Trophy Cup Silver 25cm (9.75") - Open Eve staffing A Level results analysis 2025.docx

Shared department notebook
to organise
meeting/inset/briefing notes
and links

Also 2.4

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

Shared notebook with SLT Link
Sam Chaventre – completed
during meetings once a
fortnight which are timetabled

Also 2.4

History, Politics, Citizenship ▾		06/01/2025	
+ Add section		09 December 2025 11:27	
+ Add page	Agendas and Minutes	05/05/2026	Agenda: 09/12/2025 ✓ Auschwitz ✓ Y11 analysis (11th Dec) ✓ Y10 data analysis (19th Dec) ✓ Primary outreach work ✓ AOB: Auschwitz, budget, CPD, follow up on actions, curriculum, Seth (AI) Useful links: HISTORY - Year 11 Intro Recording - SOAR Recent wins: PCA submitted an article for publication by Teaching history. SJB is now a fellow of the Historical Association - 3 years from December. Questions: Notes (updates, decisions, discussions): Year 10 SOAR analysis Light touch. PCA focusing on this so SBO can focus on Yr11. PCA raised concerns about the validity of predictions at the end of Year 9. Auschwitz: PCA checked whether to complete EVOLVE for the trip - SCH said yes but to check with RJE for clarification. Primary Outreach: PCA emailed 4 Primary HT to offer outreach work with the department.
	Data Analysis	21/04/2026	
	Appraisal	03/02/2026	
		03/02/2026	
		20/01/2026	
		06/01/2025	
		09/12/2025	
		25/11/2025	
		11/11/2025	
		21/10/2025	
		07/10/2025	
		23/09/2025	
		09/09/2025	
	Re: Training in History		
	Link Meeting Notes		

Department Action Plan – started September 2025 and updated May 2026

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

LITTLE HEATH SCHOOL
SCHOOL IMPROVEMENT PLANNING 2025-2028 AYs

History, Politics and Citizenship

OVERVIEW:

This action plan details our plans to improve school outcomes in line with the School Improvement Plan. It outlines our strategy, how we intend to implement actions in this academic year and the intended outcomes.

DEPARTMENT/ YEAR GROUP	History
LEAD MEMBERS OF STAFF:	Pam Canning
NUMBER OF TEACHING STAFF IN COHORT:	8
DATE OF PUBLICATION AND REVIEW:	Publication date: First review date:

VISION STATEMENT:

LEARNING:	Develop respectful, resilient and successful learners, well-prepared for their future.
CURRICULUM:	Inspire personal excellence and a lifelong love of learning.
STAFF:	Attract, nurture and retain high quality staff to drive continuous school improvement through excellent teaching.
GOVERNANCE:	Ensure the school runs efficiently, sustainably and effectively to achieve its goals.
OTHER SPECIFIC DEPARTMENT OR YEAR GROUP VISION STATEMENTS (WHERE RELEVANT):	

CHALLENGES:

This details the key challenges that we have identified in the areas from the School Improvement Plan, with a focus on what specifically we are trying to change.

CHALLENGE NUMBER	DETAIL OF CHALLENGE
1. LEARNING	
1A	Low student engagement at KS4 with independent revision tasks
1B	Forecast attainment of KS5 history and politics in current Year 13.
1C	Paper 2 Cold War results are lower than other papers
2. CURRICULUM	
2A	Slightly hap-hazard approach to enrichment events and opportunities
2B	Changes to KS3 curriculum not yet planned out – need to embed oracy tasks and plan into curriculum for 2026-7

LITTLE HEATH SCHOOL
SCHOOL IMPROVEMENT PLANNING 2025-2028 AYs

2C	KS4 topics – not in ‘right’ order, issues with Cold War unit being weakest at GCSE
3. STAFF	
3A	Inconsistencies in implementation of department strategies such as feedback and parent progress slips
3B	Staff expertise not always used to full potential across whole school
3C	Inconsistency across classes.
4. GOVERNANCE	
4A	Parental engagement and support – parents of the students we most want to reach are often the least engaged with school
4B	Monitoring – done last-minute and not planned out
4C	New subject with citizenship and lack of consistency across all 3

INTENDED OUTCOMES:

This explains the outcomes we are aiming for by the end of our current action plan, and how we will measure whether they have been achieved.



OUTCOME NUMBER	STRATEGIC PRIORITY FROM SIP	MEASURABLE OUTCOME
1.	LEARNING	Reduced number of students needing sustained chasing for revision homework.
		Achieving 60% 5+ in History.
		Maintaining ALPS 4+ for KS5 courses.
2.	CURRICULUM	Opportunities for each year group identified and run using whole school trips policy – each year group has at least one enrichment event
		Changes shared at inset planned and embedded and Department supported to implement new aspects of curriculum
		KS4 options of order of subjects are reviewed and decision made about.
		Development of oracy tasks to develop disciplinary literacy
3.	STAFF	Department strategies of feedback and parental reflection forms are embedded more consistently
		Staff expertise used to support improvement outside of history
		Work towards Historical Association Quality Mark

Book scrutiny of Year 7 History – June 2026

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

Curriculum intent and sequencing (alignment with SOW)

CURRICULUM INTENT AND SEQUENCING (ALIGNMENT WITH SOW)			
Work matches the planned curriculum sequence, as identified in the SOW			y
Evidence of clear curriculum intent (knowledge and skills)			y
Logical progression over time is evident			y
Key knowledge is revisited and built upon		y	Y?
Consistent approach across all teaching groups / cohorts of students / staff			y
Comment Some department strategies are not being implemented – reviewed already and plans for amendments next year			

Impact (Student outcomes and progress)

IMPACT (STUDENT OUTCOMES AND PROGRESS)			
Work shows progress over time		y	?
Increasing level of challenge			y
Quality of work is in line with expectations – consistency across classes		y	
Gaps in knowledge or understanding are identified		y	
All groups are making progress (HPA, MPA, LPA, DA, SEND)		y	
Outcomes are consistently high across classes		y	
Expectations for presentation and quality are consistently high across teaching groups		y	
Comment Challenge very high all the time Very hard to see if gaps have been addressed as some may have been closed and work looks complete. There are some gaps in some work. Data shows that SEND students are making less <u>progress..</u>			

IMPLEMENTATION (TEACHING AND LEARNING IN PRACTICE)			
Support / Stretch / Scaffold			
Tasks are appropriately pitched for different abilities / groups		y	
Evidence of adaptations for specific students		?	
Scaffolded work is present, as required			y
Stretch and <u>Challenge</u> evident for HPA students			y
All students <u>are able to</u> access learning successfully		y	
Explanation, Modelling and Practice			
Clear examples / models of <u>high quality</u> work			y
Structured, well – sequenced tasks			y
Opportunities for practice and consolidation		y	
Key vocabulary is taught and reinforced			y
Assessment for Learning			
Assessment aligns with curriculum intent and SOW			y
Consistent application of department assessment policy			y
Evidence of formative assessment strategies		y	
Evidence of summative assessment strategies			y
Misconceptions are identified and addressed			y
Work shows response to questioning / feedback – students know how to improve (<i>feedback is regular, specific and actionable; evidence from purple pen work</i>)		y	
Clear success criteria provided - students understand what success looks like			y
Evidence of departmental moderation	NA		
Comment Consistently we don't have time to do <u>all</u> of the strategies that we want to as a department – plans already in place to amend for next year. In terms of adaptive strategies, it is not always clear that adaptive strategies and scaffolding is being done – but we know that it has been. E.g. signpost phrases on the board, teachers helping with highlighting, modelling on the screen etc. But this does not show up in books as different. None from our sample need something specific that would show up. IF adaptive strategies are being use well by <u>teachers</u> then by definition it won't show up0.			

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

Review of department approach to PPE feedback

Department Work Sample

Context	
Focus area	Assessment and feedback of PPEs
Rationale (Why are we doing this self-evaluation activity?)	Leaders at all levels, including governors, have a responsibility to regularly review and quality assure the subjects taught in school to ensure they are implemented sufficiently well. One of the discussion points from the OFSTED inspection highlighted some inconsistency in our approach to and effectiveness of formative feedback to move learning on.
Goals	1. To explore how assessment and feedback of Yr10, Yr11 and Yr13 PPEs is being used to help students know more, do more and progress more. 2. To explore how assessment and feedback extends students' language and vocabulary. 3. To share examples of good practice. 4. To support HODs in improving any departmental practice which is not yet helping students to know more, do more and progress more.

Date	18.3.25
Department	History
Staff involved	PCA, CTA, SBO, KEL, JAN, JHE, RRA
Year groups involved	Year 10, 11 and Year 13

Initial discussions (before looking at the work)	
What are the top 5 strategies we should expect to see across the department in our assessments and feedback of Yr10, Yr11 and Yr13 PPEs to help students know more, do more and progress more? (Examples might include: annotations in margins; comments within work; questions within work; standardisation; WWW/NS; purple pen; checklists; exam wrappers; PLCs; spelling corrections, etc.)	
- Feedback on returned PPEs – we use tick lists due to being quicker and allowing more consistency and students getting feedback on whether they have done each required part of the AOs. Removes need for comments on all answers - We use exam wrappers for students to reflect on their revision and its success, and on their next steps in History – identifies this from a revision, knowledge and technique perspective. - Taught feedback lesson where teacher goes through each question and gives students time to upgrade – targeted particularly to areas that the class struggled with. Use of example/model answers and modelling to demonstrate how to upgrade - Homework after feedback lesson to upgrade - Intervention for students who need it to go through the exam questions for them to complete upgrading task - Teacher marks upgrading and feedback to students on the progress they have made – follow up with contact home wherever needed. E.g. year 13 teachers have contacted home for all parents of students who underperformed. Year 11 took home a feedback slip from an earlier PPE with their results and a space to record a discussion with parents about how their child did on their PPE	
Would you expect to see any adaptations in any way for your student groups? (Eg: DA, SEND, LPA, MPA, HPA)	
- Feedback on returned PPEs – teachers focus feedback on aspects most likely to progress individual student. Focus on progress towards target, not raw attainment - Exam wrappers encourage students to consider their strengths as well as areas for development and enable students to reflect on their preparation. Then teachers can target intervention in class afterwards depending on whether individuals have not revised effectively, or whether they need to be pushed to make more developed analytical comparisons. - Taught feedback lesson where teacher goes through each question and gives students time to upgrade – targeted particularly to areas that the class struggled with. Use of example/model answers and modelling to demonstrate how to upgrade	

Self-assessment: using the rubric below, self-assess your initial discussions. Which indicator best describes your current discussions?

4 This aspect of curriculum underpins the department's work. It is embedded and may include examples of exceptional practice.	3 This aspect of curriculum is embedded with minor points for development. Department teams are taking action to remedy minor shortfalls.	2 Coverage is sufficient but there are some gaps overall in a number of examples. These have been identified by but are not yet remedying.	1 This aspect of the curriculum is relatively absent. Departments have either not identified it or have identified it but have not started to remedy the issue.
--	--	---	--

Work in pairs or groups...what examples of the following can you find? What is the intended impact? Complete with comments below:

Evidence gathering				
	How do your assessments and feedback help students to know more, do more and progress more?	Used across dpt?	How do your assessments and feedback extend students' language and vocabulary?	Used across dpt?
Within the work / question	Feedback slips on practice questions - 12 mark feedback pptx 16 mark feedback pptx Exam wrappers - Reflection sheet - year 11 RJ PPE pptx Reflection sheet - year 11 Germany PPE pptx	Yes	Feedback includes comment on <u>students</u> quality of communication on all feedback slips	Yes
At the end of the work / question	PPE feedback lesson - Yr 10 PPE Feedback SBO 2024 pptx	Yes	Feedback includes comment on <u>students</u> quality of communication on all feedback slips	Yes
Outside of the work / question	Satchel posts from PPE upgrading	Yes	Feedback includes comment on <u>students</u> quality of communication on all feedback	Yes
	Satchel One Learning platform Satchel One Learning platform Satchel One Learning platform			
Do you adapt your practice in any way for particular student groups? DA, SEND, LPA, HPA, etc.	Commented above	Yes / No		Yes / No

Self-assessment: using the rubric below, self-assess your evidence gathering. Highlight the indicator that best describes your observations.

4 This aspect of curriculum underpins the department's work. It is embedded and may include examples of exceptional practice.	3 This aspect of curriculum is embedded with minor points for development. Department teams are taking action to remedy minor shortfalls.	2 Coverage is sufficient but there are some gaps overall in a number of examples. These have been identified by but are not yet remedying.	1 This aspect of the curriculum is relatively absent. Departments have either not identified it or have identified it but have not started to remedy the issue.
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Example of monitoring of student focus group about revision and support

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

Focus Group record sheet			
Staff present:	SBO	Date:	Tues 4 th March p1
How many of each year group represented? 5 from each group			
Boys –	4	Girls –	6
High prior attainment – 3+		Mid prior attainment –	
Pupil Premium – 2		Low prior attainment -	
SEN –	2	EAL –	1
		Below 20% Reader - 1	

Summary of Discussion:

What did you do to prepare for your PPE?

8	Re-reading notes/revision guide	3	Making detailed mind maps
0	GCSE pod videos	0	Creating annotated timelines
5	Highlighting/summarising my notes	3	Detailed revision clocks
0	Memrise for key history words	2	Planning practice questions
0	Seneca website	5	Writing practice questions
3	Making flashcards	2	Writing timed practice questions

- Higher proportion re-reading notes from booklets / using revision guides, and highlighting these.
- Smaller proportion making flashcards and mindmaps.
- 5 writing practice questions and a few said they did timed practice questions.
- None of the sample used the paid resources – GCSE Pod or Seneca

Why don't you use Seneca or GCSE Pod:

- GCSE Pod – it is easy to have in background and might not pay attention to it. 'In one ear and out the other'.

How helpful did you find the revision tasks set as homework?

- There was some comment about these tasks being helpful having structured activities.
- Suggestion that some people may have wanted to do their own revision (e.g. flashcards)
- Some found task 6 tricky as they weren't sure what they needed to do (i.e. name a consequence).

Did you use the revision tasks completed to test your knowledge?

- None said they had looked at the tasks again once completed, even with a PPE coming up.

How helpful did you find the fortnightly revision lessons?

- The right balance of knowledge and exam technique
- Got them thinking about revision earlier than they would have done if left to do it independently.

How helpful did you find the fortnightly revision lessons?

- The right balance of knowledge and exam technique
- Got them thinking about revision earlier than they would have done if left to do it independently.

Which resources did you access to support your revision?

- Old workbooks and revision guides were the main place people accessed support.
- Youtube videos summarising content
- BBC Bitesize

How did the PPE go? (students gave ratings out of 10 – 10 being brilliant)

- Scores were: 5 7 5 7 6 7 7-8 6 7 5
- Average was 6/10

When asked what might have made this score higher the suggestions were:

- More revision - all agreed with this
- More focused revision - one student suggested this. With some follow up prompts of how they might work out what to focus on, another student described a PLC, without naming it.

How confident do you feel about your progress in GCSE History exams? And why? (students gave ratings out of 10 – 10 being brilliant)

- 6 6 6 5 5 7 7 8 6 6
- Most were slightly more confident of how they will do in final GCSEs that they were about how their PPEs went recently.
- When asked what stops them having greater confidence a student mentioned returning to year 9 content and remembering it in year 11.

Is there anything being done in other departments that you think would help in history?

- Biology – group revision in lesson
- 30 minutes independent, and 30 in smaller groups / pairs chosen by students.

Are you aware of where to go to find support with your revision?

- Satchel One - to look for prompts from the department
- History Website – one student mentioned, some have heard of it, no one has been on it.

Summary of Discussion:

Student contributions were very limited and required significant prompts for feedback. The students seemed positive about the department approach to revision with fortnightly lessons on knowledge and exam technique, supported with specific revision activities set as homework. For independent revision students are largely relying on workbooks and revision guides, rather than accessing other online resources that we are making available. Students don't seem to be aware of / using the department website to support with revision. Students are admitting to not revising enough and are not necessarily going back over the content of their revision resources to help embed the knowledge. Students in this group did not articulate an established habit of using PLCs in History as part of their independent revision. One student raised concerns over remembering the knowledge learnt in year 9, by the time they reach year 11.

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

Student survey of year 12 in term 2 2025-6 – discussed in department meeting

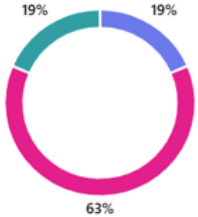
1. Who are your teachers?

Mr Bond & Miss Elsdon	13
Mrs Bee & Mr Herring	14



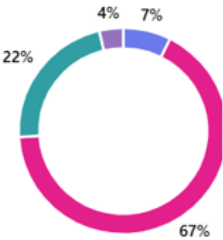
3. How does the level of work in History LESSONS compare to your other A-Levels?

We work much harder in history lessons	5
We work slightly harder in history lessons	17
About the same as other subjects	5
We work slightly less than other subjects	0
We work much less harder than other subjects	0



2. How do you find A Level History compared to GCSE History?

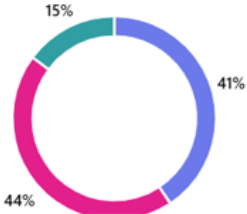
Much harder	2
Slightly harder	18
About the same	6
Easier	1
Didn't do GCSE History	0



[More details](#)

5. How does the level of HOMEWORK in history compare to other subjects?

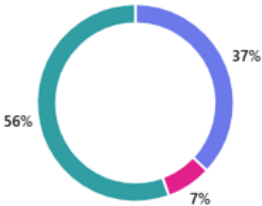
We get lots more homework in history	11
We get slightly more homework in history	12
We get about the same as other subjects	4
We get less homework in history	0



[More details](#)

8. Would you recommend A-Level History to one of your friends?

Yes	10
No	2
Depends on the friend	15



[More details](#)

Summary of findings:

Work as hard or slightly harder in history

Work is slightly harder than GCSE history

Lots more or slightly more homework than other subjects

Only 2 would not recommend A-Level history to a friend

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

Example of SOAR analysis after year group recording – these are done after every recording point for every year group.

Year 9 Intro Recording Analysis: May 2026

Subject: History

Please complete the analysis below after looking carefully at the Year 10 data for your subject. Initial analysis can be 2. Year 9 Summer 2026

You can also manipulate the data in detail using 4Matrix or Alps Connect.

Headlines measures:

Alps score	%7+ overall	%5+ overall	%5+ DA	%5+ boys	%5+ girls	%4+ overall
4	25%	67%	83%	63.6%	71.4%	83.3%

SOAR analysis of predicted grades following recording: As you analyse your department's data in the SOAR grid below, consider suggested prompts below where relevant.

Strengths:	Opportunities:
- Identify what is going well in relation to headline measures, grades and Alps - What was EWL like with your cohort? Were there differences between classes? - Are there any teaching strengths in the department? - Include data in your responses - Make this specific to your areas of focus - Is there a PP gap? - Is there a gap between genders?	- Identify the key areas for improvement in relation to headline measures, grades and Alps - Were there significant differences between teaching sets? - Why are some students underachieving compared to their targets? - Are there any teaching concerns in the department? - Include data where relevant - Make this specific to your areas of focus (e.g. specific classes, cohorts: HPA, MPA, LPA, PP, SEND, boys, girls)
Positive overall residual 0.36 Predictions at 7+ slightly lower than actual results Predictions of 4+ and 5+ are above usual actual results. Both of these are likely to change with further PPE data in year 10 and year 11 and there is likely to be a reluctance by teachers to predict 8s and 9s after only one PPE.	Improve DA 4+ currently at 69% (if every DA student met their target this would be 90%). Boys 7+ currently 25% (if every boy met target this would be 43%). Boys 4+ currently 81% (if every boy met target this would be 95%).
Overall ALPS 4 with all classes at a similar level. Girls ALPS 3, Boys ALPS 4 – Both have positive residuals (0.43 and 0.3 respectively). DA ALPS 5, non-DA ALPS 4. But a positive residual for DA students and very close to targets for 7+ and 5+.	9D2 (KEL) and 9A1 (SBE) ALPS 5 and much smaller residual. Both are experienced GCSE teachers and this is likely to reflect predictions based on the current attainment and work ethic of the students in their classes. It could also reflect limited evidence from one PPE.
The department has developed a strong focus on building revision skills throughout the year, and in preparing for the PPEs well in advance. We launched PPE revision before a communication came from KS4 asking departments to get it ready. This included packs of revision resources for students (PLC, revision clock, flashcards and headings, timeline), a Satchel Post with support and guidance for students, and an Arbor email to parents about how they can support students at home.	
Emails sent home to celebrate success of students who did well by meeting or exceeding their target grades.	

Actions:	Results:
- Which components need focus for this year group? - What are the specific next steps that need to be taken with your Year 9 cohort? - Are there any current knowledge gaps that need to be closed? - How will you raise standards of teaching and learning in your department? - What support or changes do you need this year to make these steps happen? - What specific actions will happen next? - Are there actions the department need to do with cohorts / individuals to ensure they start Y10 in a better place e.g. summer holiday work etc?	- What measurables are you aiming for at the next recording point to know that you have been successful? - Identify realistic targets that you would like to achieve – e.g. X% of boys in set 3 to achieve a grade 5 (use your end of Year 9 predictions to help with this) - How will you evidence improvements in teaching and learning in 2025-26 and beyond? - Any further measurables to show department progress?
SBO / PCA to check in with teachers of 9A1 and 9D2 to see if anything needs to be given in support.	Work towards DA 4+ figure of 80% to close the gap towards the target.
SBO to share 4matrix data about each class with class teachers, to help them to identify students who are underperforming in History, compared with their other subjects. Teachers to use this to consider ways to support improvement in their classes.	Work towards boys 7+ figure of 35% to close the gap towards the target Work towards boys 4+ figure of 90% to close the gap towards the target.
Department ran feedback lessons after the PPEs to go through each question for content and exam technique. This included an upgrading sheet with example answers that could be annotated in the lesson. Teachers then identified where students needed to re-write an answer and set this as an upgrading homework for students who were below their target grade. This has been marked and fed back to students to show the impact it would have had on their original grade.	Maintain preparation for the next year 10 PPE window and aim to maintain or improve the current predictions.
These feedback and upgrading opportunities will also help all underperforming groups (e.g. boys 4+ and boys 7+) to understand how to improve their writing to access higher marks. SBO to make sure teachers follow up where 7+ boys have done upgrading but not really improved their answers. Ensure students and parents are aware if this is due to a lack of effort and use parent's evening to have supportive conversations.	
To support 4+ figures, the revision homeworks were checked and reflection forms on exam wrappers completed by students have tracked the amount of time spent revising. Teachers to use this to support conversations at parent's evening.	
Notes (any other concerns, questions or actions that do not fit into the above sections)	
We are conscious that predictions are tricky in year 9 with minimal data evidence to use. Therefore some are more cautious to begin with. We also find that they tend to perform better having recently learnt the content of the PPE, whereas year 10 PPEs tend to involve topics that have not been taught as recently. This means predictions tend to dip in year 10 as more data is gathered, and the PPEs begin to reflect the summer exams with a gap since learning the content.	

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

Email from SJ Bee to SLT Link
and reply regarding event
attended

Hi Sam,

I just wanted you to know that I had the privilege of watching Pam represent us on Friday at the launch of a significant report on teaching migration and empire at Oxford University. She was picked for the teacher panel due to her expertise in this area and she was absolutely incredible. The academics involved clearly hold her in such high esteem, and rightly so. I felt so proud to be able to say, that's my HoD! I just wanted to pass this on. She did LHS proud!

SJ.

Hi Sarah

Thank you so much for taking the time to send this - I'm sorry I haven't replied until now. We all know Pam celebrates everybody else's achievements and wouldn't think to do the same for herself, so I'm really grateful you have emailed. Pam's expertise are incredible and I have no doubt you would have been brimming with pride on Friday.

Pam - huge **congratulations** to you! Could we add something to the intranet to celebrate successes and raise awareness of different opportunities?

You are all such an incredible department.

Sam

Many thanks,

Mrs S Chaventré

Deputy Headteacher in charge of Key Stage 5

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

Example of feedback from lesson observation for appraisal. There are comments on each strand of the school's teaching and learning policy.

Strengths

A fantastic lesson. Clearly positive behaviour routines, praise and high expectations have been the norm with this group who worked well throughout. Individuals who can be extremely tricky are managed well and it does not escalate (when perhaps a student was 'looking' for that kind of response.)

Books and folders are organised with clear feedback and upgrading, using different strategies.

Strong relationship with the group, and a calm focused atmosphere throughout the lesson.

Fantastic subject knowledge used to steer students recall and learning of new knowledge, knows how to do this with each individual – clearly knows the group really well.

Areas for development

Minor... perhaps a little inconsistency in format of marking and using tick sheets would help students to see how they're progressing with different questions?

Some students have put cold war stuff in their Richard and John 'section' of their book.

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

Shared spreadsheet with comments from term 2 2026-7 when we went into each others' lessons

Member	Who did you see teach?	Class	Date	What tips/ideas will you use?
Carl	SBE	12E	17/11/25	Active starter involving students giving own opinion - really gets students into the lesson
Jared	CTA	Year 13 Politics	19/11/25	Very good use of independent work and subject knowledge demonstrated in a lecture style with links to the exam
John	SBO and CTA	Y8s	18/11	Focus on positive language for students getting it right, rather than focussing on those who not
Kathryn	SBE	Yr 12	Fri 7/11	20 mark essay planning. Using lesson time to work on targets and think about criteria, factors and however moments together then getting them to plan it. Use of group work to support with essay planning.
Pam	JHE	Year 11		Subject knowledge - really strong, will read more to have more anecdotes and interesting bits to add!
SJ	CTA	Year 13	Fri 26/9 and 10/10	Knowledge retrival quizzes

Email to department by Steve Bond sharing part of John Herring's appraisal target project.



Mr S Bond



Reply



Reply all



Forward



To: Mrs P Canning; Mr C Taylor; Mr J Andrews; Mr J Herring; Mrs R Rayner; +2 others

Tue 16/06/2026 18:04



Hi all,

Just wanted to flag a homework that @Mr J Herring has made for year 8 1960s. It is a 'meanwhile else where' style homework looking at Civil Rights campaigns, so fits nicely with / after the 'One Society' lessons. It could work as one sheet printing on A3 (2in1), or printing as two separate shorter homeworks on A4.

[Homework - Meanwhile, Civil Rights - all in one.pptx](#)

If you are able to, do set for your classes and let us know if you have any feedback. (And thanks John for putting this together!)

Thanks,
Steve

...

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

Email from Head of History at a local school, which is part of History Network. who came to visit to observe some lessons.

Dear Pam

Thank you so much for having me yesterday. All of your colleagues were very welcoming and it was really helpful being able to see lessons across all three key stages.

I would like to say that all of the pupils I spoke with were very friendly and a credit to your school. They were able to tell me lots about what they were doing and Year 11 and 12 were especially positive about the guidance they were being given in relation to revision and question techniques.

I would love the opportunity to have your or your team visit Kennet at some point in the near future, so let me know if you would like to arrange something.

with best wishes

Sam

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

Pam Canning's enquiry on Reading

Ethic of the enquiry

Unlike the collective work done in Bristol by a team of local teachers (Kennett et al., 2021), which was clearly focused on a major port city at the heart of Britain's participation in the transatlantic slave trade, Pam Canning's work on Reading focused on a place that few would associate with this grim past. Her assiduous and thorough research brought to light evidence of connections that few, if any, teachers were aware of, and this is an encouragement for teachers in any British location to do the same; as Pam says in her materials, 'If Reading has this history, then everywhere does.' This is the heart of the ethic of her enquiry: transatlantic slavery and its legacies should be seen as integral to the history of the whole British nation. She was also concerned that the enquiry should be seen as fully inclusive of Reading's people, rather than as relevant only to those with a particular connection to slavery by their heritage: 'It is a part of Reading.' Nonetheless, the enquiry does have a particular focus on peoples of African descent in Reading. The exploration of the Central Club mural at the start of the enquiry (see Box 12.6), which depicts over 20 figures in global Black history, and the inclusion of the United Nations' 'International Decade of People of African Descent' (IDPAD) at the end, confirm her commitment to giving prominence to Black people of Reading whose history has been neglected for decades. The enquiry question is: 'How should Reading recognise its connections to the history of people of African descent?'

Write up of our local legacies of British slavery in Teaching Slavery by Donnington, Mohamud, Whitburn and Draper. PCA attended and spoke at the launch of the book.

Box 12.6 Canning's Reading enquiry showing the mural and the enquiry question



How should Reading recognise its connections to the history of people of African descent?

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

History teachers frequently contribute to the ECT and ITT programmes through leading sessions.

EFFECTIVE QUESTIONING TECHNIQUES



Aims of the Session

- Understand the role of questioning in the classroom.
- Explore key questioning techniques for engaging students.
- Discuss strategies to promote critical thinking and participation.
- Learn how to adapt questions to different learning needs.

Importance of Questioning

- **Engages Students:** Encourages active participation.
- **Checks Understanding:** Identifies gaps in knowledge.
- **Fosters Critical Thinking:** Promotes deeper analysis and problem-solving.
- **Encourages Reflection:** Helps students connect ideas.

Types of Questions

- **Closed Questions:**
 - Purpose: Check factual knowledge.
 - Example: "What is the capital of France?"
- **Open Questions:**
 - Purpose: Encourage deeper thinking.
 - Example: "Why do you think this character made that choice?"
- **Probing Questions:**
 - Purpose: Extend student responses.
 - Example: "Can you elaborate on that point?"
- **Reflective Questions:**
 - Purpose: Stimulate self-assessment.
 - Example: "How does this connect to what we learned last week?"



Closed Questions Advantages

- **-Focused Responses:**
Closed questions usually require short, specific answers (e.g., "yes" or "no" or a single fact), which helps focus the discussion on a particular topic or concept.
- **-Quick Assessment:**
They allow teachers to quickly check understanding or knowledge of facts, making them ideal for quizzes, tests, or real-time classroom feedback.
- **-Ease of Measurement:**
Answers to closed questions are easier to evaluate and grade objectively, reducing ambiguity.
- **-Encourages Participation:**
Students who might hesitate to speak up in class may feel more comfortable answering closed questions, as they require less elaboration.

Closed Questions Disadvantages

- Limited Depth:**
They do not encourage students to explain their reasoning, think critically, or express opinions, limit deeper understanding and creativity.
- Restrictive Responses:**
Closed questions often allow for only one correct answer, discouraging exploration of alternative perspectives or approaches.
- Reduced Engagement:**
If used excessively, closed questions can become monotonous, leading to reduced interest and participation in the classroom.
- Potential for Guessing:**
Students might guess the correct answer without fully understanding the material, particularly in multiple-choice or yes/no formats.

Open Questions Advantages

- **Encourages Critical Thinking:**
Open questions prompt students to analyze, evaluate, and synthesize information, fostering higher-order thinking skills.
- **Reveals Thought Processes:**
Teachers can gain insight into how students think and identify any misconceptions, enabling more targeted instruction.
- **Fosters Discussion:**
Open questions can spark lively classroom discussions, encouraging collaboration and active participation among students.

Open Questions Disadvantages

- **Time Consuming:**
Open questions often require longer responses, which can take up significant classroom time and limit the amount of material covered.
- **Overwhelming for Some Students:**
Students who lack confidence or struggle with language skills may find open questions intimidating or challenging.
- **Uneven Participation:**
Some students may dominate discussions while others remain silent, leading to unequal engagement.

Probing Questions Advantages

- **Supports Differentiated Learning:**
Probing questions can be tailored to challenge students at different levels of understanding, making them a versatile tool for diverse classrooms.
- **Builds Confidence:**
As students practice defending and refining their answers, they become more confident in their ability to engage in meaningful discussions.
- **Fosters Student Engagement:**
By prompting students to elaborate on their answers, probing questions make discussions more dynamic and interactive.

Probing Questions Disadvantages:

- **Time-Intensive:**
Probing questions often require extended discussion, which can limit the amount of content covered in a single class.
- **May Intimidate Students:**
Some students, particularly those who are shy or lack confidence, might feel pressured or uncomfortable when asked to elaborate on their answers.
- **Risk of Overloading:**
Probing questions can overwhelm students who are not prepared or lack the foundational knowledge to engage with complex inquiries.

Reflective Questions Advantages:

- **Checks Understanding:**
Teachers can quickly assess whether students have grasped key concepts or need further clarification.
- **Identifies Gaps in Knowledge**
Recap questions highlight areas where students may be struggling, allowing teachers to address misconceptions or unclear points
- **Provides Immediate Feedback**
Teachers can provide feedback on students' responses, correcting errors and reinforcing accurate information

Reflective Questions Disadvantages:

- **Risk of Monotony:**
Repeated use of recap questions in the same format can become predictable and disengaging for students.
- **Surface-Level Assessment:**
Recap questions may not fully reveal whether students truly understand the material or are merely recalling isolated facts.
- **Stress for Some Students:**
Students who struggle with memory or recall under pressure might find recap questions intimidating, impacting their confidence.

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

Feedback after A Level results
day from head of 6th form.

Dear Pam

As we start a new school year, I just wanted to thank you and your team for all the hard work you put in last year. To achieve a Red Hot Alps score in History (a 3) is brilliant. This is clearly down to excellent teaching, supporting all students and ensuring that all students get the very best momentum before taking the exams. If it wasn't for your subject results then as a school it would have been a disappointing year of results, so thank you!

Please pass on my thanks to the team for all their hard work and any snippets of how you did this please feel free to share at the next KS5 meeting.

Once again thanks and I hope you had a lovely summer.

Toby

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

Month	Assembly
October	Black History Month
November	Remembrance
January	Holocaust Memorial Day
March	International Women’s Day
May	VE Day
June	Pride Month
Twice every term	Current events assembly

History run several assemblies through the academic year. These are all done to the whole school via Teams and shared on school bulletin as a recording for year groups that don’t see ‘live’.

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

History run several assemblies through the academic year – slides from the Holocaust Memorial Day Assembly

This HMD theme is 'Bridging Generations'. Whilst tutor groups log in, think about what this might mean

Holocaust Memorial Day – 27th January



1

Why 27th January?



27 January 1945 – Auschwitz-Birkenau was liberated.

2

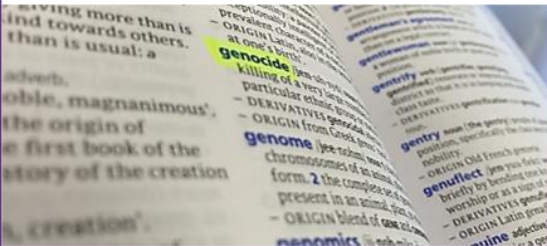
The Holocaust



This picture shows terrified Jewish people in the Warsaw Ghetto, and Nazi guards with guns.

3

What is genocide?



4

HOLOCAUST FACTS AND FIGURES
Jewish population in Europe

1933 9.5 million
1950 3.5 million

Percentage of Jewish population killed*

Country	Percentage
Poland	89%
Czechoslovakia	73%
Hungary	61%
Soviet Union	44%
Romania	34%

5

Understanding the numbers in the Holocaust

- Jews – 6,000,000
- Roma (Gypsies) – 375,000
- Disabled people – 250,000
- Homosexuals – 6,000
- Muslims – 2,000
- Soviet Civilians and POWs – 5,500,000
- 12 million in total systematically murdered by the Nazis largely because of their ethnicity.

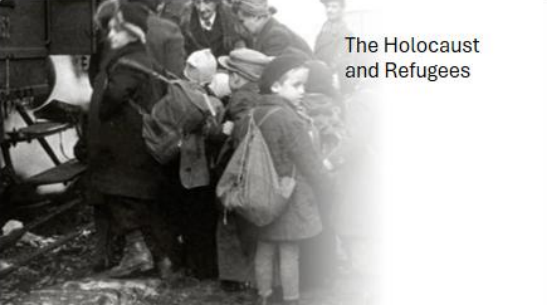
Total population of Berkshire 992,330

Total Population of Reading - 358,252

Total population of Tilehurst 9,190

6

The Holocaust and Refugees



The Kindertransport



Refugees today

- UNHCR – data from end of June 2025
- 42.5 million refugees globally
- 1 in every 70 people on Earth forced to flee



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

Example of tutor bulletin post in
Pride Month



Pride Month 2026 - Assembly Friday 12 June (added 7:00am) PCA

Please could all tutors show this assembly to their tutees in PM reg today - Friday: [Pride Assembly 2026-20260611_115143-Meeting_Recording.mp4](#)

I have pre-recorded to enable tutors to pause if needed as with other recent assemblies. Please ensure that students are listening respectfully as obviously there will be students in your forms who already identify as/with LGBTQ+ identities and students who may be less sure about their sexuality/identity and we do not want any comments or disrespect to make them feel they are not valued and important at LHS.

In the assembly I ask you to pause to watch a clip from the BBC which can be found here: [Pride month - secondary assembly resources - BBC Teach](#)

I also mention students researching and informing themselves on LGBTQ+ History. Here are some links they could use to do that:

- The Proud Trust: [For LGBTQ+ Young People - The Proud Trust](#)
- Reading list for LGBTQ+ History Month [Children's and YA Books for LGBT+ History Month 2026 | LoveReading4Kids](#)
- Reading List for LGBTQ+ History [LGBTQ+ History Month - The Reading Agency](#)
- Reading Pride March information: [READING PRIDE 2026 - Reading Pride](#)

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

Feedback from parents after a cross-curricular day organised by History

What was your child able to tell you about the legacies of WW2 and what they learned today?	What did your child think is the most important legacy of the Second World War?	What did your child think of the day as a whole?	Any other feedback?
They learned about the killing of innocent people and if it was right or wrong. The enigma code and how it took two years off the war.	Code break	5	
About Hitler and his last days and many SS offices that were tracked post WW2. It's important to remember that not all Germans wanted the war. Some Germans were Jewish victims of the holocaust. ICT such as code breaking moved forward. Nations learned to cooperate for a common objective. News laws were passed to prevent war crimes, and 'rules of war' were established to protect people. After the war there was less support for the Riggt Wing but support is rising again.	that there is reprecussions from war crimes. People learned to live happily with less, and became more self-sufficient, whilst becoming part of stronger communities.	5	Dominic really enjoyed the day.
Hitlers henchmen and how they got caught. How some of the Jews tried to runaway to claim refugee status. Hitler was a right wing.	How Hitlwr died	5	Really enjoyed the day and learnt a lot about the history of ww2. Would like to learn more about the history of Palestine Israel and learn about all the wars happening today too.
Hitler and his Henchmen's outcome after the end of the 2nd World War	The end	5	So much enjoyed
The Nuremberg trials How higher ranked nazis for prosecuted	Nuremberg trials	5	
My child was able to tell me about what happened to Hitler's henchmen after world war ii. Also what the refugees wrote on their diaries.	My child felt that human rights are the most important legacy of world war ii.	5	My child felt the day was very interesting and she learned many things about the legacies of world war ii.
Hitler killed himself, the other people who also lulled themselves. Trump and Musk are basically Nazis.	The enigma machine because it determened the whole war and it led to computers.	5	He said he gave it 5 stars because he enjoyed learning about history. He learned about things that he was not aware of beforehand, such as the information about cyanide capsules. He also liked having the full day on one theme which was taught through different curriculum
The code breaking, how modern right wing groups are becoming more powerful again, what happened to high level nazis. The impact of fake news. The Nuremberg trials.	The impact on modern political groups, and the code breaking has had impact on modern technology.	5	Bree really enjoyed the day, she was looking forward to it and came home buzzing, keen to tell us all about it. She has clearly grasped the messages you were trying to convey in the lessons.
The Nuremberg trials, what happened to the nazi leaders after ww2	To not repeat the mistakes of the nazis	5	
About the rise of the far right and the trials	The past influences the present, and what we do with this knowledge is the future	4	No
Yes. We discussed the contribution of code breaking (Alan Turing).9)	The impact on refugees and survivors	4	No
He learned that life was very difficult, but also the structure of Nazi leadership. Refugees and how much they have done to help the war efforts .	Death of 60 million people .	4	
they learnt about the enigma machine and enjoyed looking at the political spectrum.	.	4	
Bella learnt about refuge, the holocaust, Hitler killing himself by poison,	The Holocaust	4	
Fascism after the war and what happened with Hitler's henchmen. Also, the Enigma machine, how refugees wrote their diaries before and after.	Fascism after the war	4	More interactive quizzes will be useful in the future.

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

Email from parent to teachers
who taught her son 2024, and
after an assembly

Hi All,

I hope you are all well and ready for the summer break.

Thank you very much for supporting Abdul-Rahim throughout the year with History

He has enjoyed his History classes and his report shows a slight improvement from 8- to 8 and his engagement in learning is 5* for History. He definitely enjoys this subject.

I hope he continues to do well in this subject and for consistency can we make a request that he has the same teachers?

Many thanks again

Dear Mrs Canning,

I hope you are well.

I heard from Abdul-Rahim that there was an assembly to remember the Holocaust and to take lessons from it.

I thank you for highlighting that genocides are happening today and I thank you for raising awareness that it is happening in Palestine and also sadly in other countries.

Thank you for delivering this assembly, I hope that this generation of young people heard your message and will bring the light we need in this world.

Best wishes

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

Examples of parent progress slips used in KS3 and 4 after main assessment points. Students reflect on their preparation, their feedback and their plans for next steps and then discuss with parents who sign at end.



Progress and Achievement in History



 has just completed an assessment in history on Causes of the Cold War

They have filled in the reflection below to enable them to discuss their assessment with you.

What did you do to prepare for this assessment in History? ✓ Completed the homework timeline ✓ Used the provided flashcard to test myself ✓ Used the flashcards to get someone else to test me ✓ Other: Plan practise exam questions	How long did you spend preparing? 1-2 hours 3-4 hours <u>More than 4 hours</u>	Knowledge test: 30/30 Timeline test: 8 / 8 Exam answer: 4/4
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How well did you do in the assessment?

What were your strengths?:
I was good at retaining information in the knowledge test.

What did you upgrade in the lesson?
I didn't need to upgrade my exam question so I planned another exam question instead for next time.

What areas are you going to work on developing?

I am going to work on developing refining the evidence I include in the exam question, so that I don't run out of time in the real exam.

What will you be working on to progress in History, what strategies will you be using?

- Focus on the question/task given in my writing by using the words of the question more often
- Providing specific, detailed, accurate knowledge to support my points
- ✓ Use a clear criteria to support my explanations
- Using more subject specific vocabulary to develop my historical writing

Parent/carer comment and date:

 found the flash cards revision aid very helpful. Also setting time aside to go over time lines. (W) 24/6/2



Progress and Achievement in History



 has just completed an assessment in history on How far was the Holocaust a unique event in History?

They have filled in the reflection below to enable them to discuss their assessment with you.

What did you do to prepare for this assessment in History? <u>Went through lesson notes on topic</u> <u>Used BBC bitesize or other online resources for further research</u> <u>Created revision resources (e.g. mindmap/flashcards etc)</u>	How long did you spend preparing? 1-2 hours 3-4 hours <u>More than 4 hours</u>	Knowledge test score: 18/20 Band in History: Foundation/Intermediate/ <u>Higher</u> This assessment: Developing/Secure/ <u>Exceeding</u>
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How well did you do in the assessment?

What were your strengths?:
lots of knowledge + examples

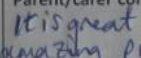
What did you upgrade in the lesson?
more continuous opinion

What areas are you going to work on developing?

What will you be working on to progress in History, what strategies will you be using?

- Focus on the question/task given in my writing by using the words of the question more often
- Providing specific, detailed, accurate knowledge to support my points
- Use a clear criteria to support my explanations
- Using more subject specific vocabulary to develop my historical writing

Parent/carer comment and date:

It is great to see  making such amazing progress in history. She has always found subjects difficult where there is no 'right/wrong' answer but her enjoyment of this subject is challenging her to get more comfortable in grey areas and we are really proud of her hard work. Thank you for yours too! (W) 22/6/25