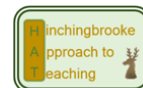


THE HAT FEATURES IN DEPARTMENTS: SOCIAL SCIENCES



1	<p>We review learning: The lesson begins with a brief review of recent and previous learning, and learning is reviewed systematically, for example through quizzes and tests.</p>	<p>At all key stages and in all social sciences lessons we start lessons with a review - to enable recall and establish any gaps in knowledge.</p> <p>At key stage 5 long term knowledge is also drawn upon for students to establish connections / establish levels of long-term memory recall.</p>
2	<p>We make the learning clear: Students are told what they will be learning (learning intentions) and are shown how they can make progress (success criteria).</p>	<p>For all Key Stages Learning Objectives/intentions are communicated to students at the beginning of each lesson,</p> <p>Plenaries in the form of Q&A throughout lessons allow teachers to check progress and understanding.</p>
3	<p>We present new learning in small steps: Students are given the opportunity to practise each step thoroughly, to obtain a high success rate.</p>	<p>In all social science subjects, students are taught in topic areas – these are further split up into smaller sections.</p> <p>In addition, students are taught the foundations for each subject eg; theory, methods which can then continue to be reapplied to new topic areas.</p> <p>This is also the same for the skills required.</p>
4	<p>We explain clearly and directly: Explicit and detailed instructions and explanations are given throughout the lesson.</p>	<p>Visual and verbal instructions are given throughout the lesson – so that students have access to the same information in a different format.</p> <p>In addition, students are asked to repeat instructions/ask questions to check understanding throughout the lesson.</p>
5	<p>We ask questions of everyone: For example, through no-hands-up, cold calling and Think-Pair-Share, EVERYONE is involved and encouraged to think.</p>	<p>Where the context / situation allows, we use a no hands policy. Students are also encouraged to discuss answers first through think, pair and share techniques.</p>
6	<p>We provide models: Evidence of modelling by thinking aloud, by using WAGOLLS, worked examples and partially worked examples, and by demonstrating (in practical work).</p>	<p>Exemplars are used regularly to demonstrate good practice. These are often examination board exemplars.</p>
7	<p>We guide students' practice: Evidence of scaffolds (examples, models and writing frames) and teacher's movement whilst students are working to support and to provide corrections and feedback.</p>	<p>A variety of scaffolding and modelling allows students to develop their skills in social sciences subjects. These are progressive where more substantial help is given at the start of the courses moving towards less structured support as students hone their skills.</p> <p>Students are also encouraged to read and react to each other's work, as part of feed forward.</p>
8	<p>We require students to practice independently: Clear opportunities for students to work alone, in order to thoroughly practice, for example through timed and un-scaffolded tasks in silence, while monitoring their progress.</p>	<p>There are numerous opportunities for students to work independently – We use one lesson in 10/9 for review/timed assessments for students to demonstrate their progress.</p>

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9	We check for understanding: Evidence of questioning to check all students understand by asking them to explain what they have learned and by using all-students' response systems such as quizzes and mini whiteboards; evidence of adaptive teaching in response to the checking of understanding; students are retaught if they haven't got it.	Students are constantly questioned to check understanding – low stakes methods are often used such as quizzes, wipe boards etc. Topics are revisited if it becomes apparent that there is a lack of understanding through reteaching of knowledge / guidance through walk throughs if required for skills application. Individually students are invited to attend other groups' lessons if there are topics they want to catch up / consolidate.
10	We use retrieval practice systematically: Evidence of retrieval practice to make the learning stick.	Key concepts / key terms are systematically reused / recapped / revisited/ rearranged to ensure semantic learning.