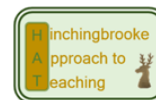


# THE HAT FEATURES IN DEPARTMENTS: History



1	<p><b>We review learning:</b> 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>Our Learning Journeys across all Key Stages allows students to consider skills and knowledge brought from previous topics into new topics. For example, the theme of Kingship is continuously reviewed in Year 7 through a variety of enquiries. Historical concepts are reviewed throughout Key Stage 3. Across the Key Stages, lessons begin with a knowledge review quiz. Consistency is ensured by using the same Review Quiz Booklets at GCSE across the whole Department.</p>
2	<p><b>We make the learning clear:</b> Students are told what they will be learning (eg learning intentions) and are shown how they can make progress (eg success criteria)</p>	<p>We have a Learning Journey for every Key Stage, which allows students to see the rationale of our curriculum. Staff are also clear about the direction of the learning due to our Curriculum Handbooks. Knowledge intentions are always made clear to students. Additionally, conceptual criteria (e.g. change and continuity) is also made explicit to the students. Every lesson across Key Stage 3 to Key Stage 5 discusses prior learning, before providing clarity of how the lesson will build upon that previous learning. At Key Stage 3 this is made explicit through 'Intent' and 'Impact' slides, which also emphasises the citizenship element of our discipline, providing students with an understanding of the relatability of our topics to modern society.</p>
3	<p><b>We present new learning in small steps:</b> Students are given the opportunity to practise each step thoroughly, to obtain a high success rate</p>	<p>Exam questions from Key Stage 3 to Key Stage 5 are modelled, with each factor [Identify   Describe   Explain   Link] introduced in stages. Historical knowledge is introduced in small steps, beginning with the broad contextual, before condensing to the specific. Our approach to History is presented through Enquiry Questions and Lesson Questions. This allows knowledge to be introduced gradually, with students able to see how the smaller lesson enquiry feeds into the overarching conceptual enquiry.</p>
4	<p><b>We explain clearly and directly:</b> Explicit and detailed instructions and explanations are given throughout the lesson</p>	<p>Every lesson from Key Stage 3 to Key Stage 5 is planned with clear and achievable lesson objectives, which allow staff to explain to students the purpose and direction of their learning. All instructions are both verbally and visually stated.</p>
5	<p><b>We ask questions of everyone:</b> For example, through no-hands-up, cold calling and Think-Pair-Share, EVERYONE is involved and encouraged to think</p>	<p>A variety of methods are deployed in the History Department for questioning. Think-Pair-Share is a regular feature of lessons, as are the use of whiteboards and cold calling for whole class participation. The notion of 'no-hands up' is the current focus of the Department, and we are striving to embed this in our everyday practice.</p>
6	<p><b>We provide models:</b> Evidence of modelling by thinking aloud, by using WAGOLLs, worked examples and partially worked examples, and by demonstrating (in practical work)</p>	<p>Modelling occurs across all Key Stages in the History Department. Staff frequently use the thinking aloud method, and this year we have increasingly used whole-class activities to provide models, most particularly 'I Do, We Do, You Do.' We have also increased our use of exemplar material to provide models for best practice, or examples of how a piece of work may be improved. For example, we perform 'live writing' which allows students to see potential approaches to enquiries and questions, and the structured response.</p>
7	<p><b>We guide students' practice:</b> 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>Particularly for extended pieces of writing, the History Department offers the use of writing frames or starter sentences to guide student writing. Additionally, in a normal context, teachers will frequently physically move around the classroom to guide students in their work.</p>
8	<p><b>We require students to practise independently:</b> Clear opportunities for students to work alone, in order to thoroughly practise, for example through timed unscaffolded tasks in silence, and we monitor their progress</p>	<p>Independent work usually follows guided work in the History classroom. Having modelled to students, and guided them in their work, students are then set independent tasks. This can often encompass previous steps, with activities such as 'I Do, We Do, You Do.' Our assessment schedule at GCSE has independent exam questions only following guided practice of the same question format so students are well prepared for the task. Teachers will circulate when this independent work is underway, and exam mark schemes are also shared.</p>
9	<p><b>We check for understanding (CFU):</b> Evidence of questioning to check ALL students' understanding. Evidence of adaptive teaching in response to CFU, with students retaught if they have not got it</p>	<p>Checking for understanding takes many forms in History, the key process being teacher questioning. Additionally we set activities such as Agree/Disagree and summarising. We also ask students to elaborate on answers to ensure they have fully understood. Review also aids us to ensure students have understood, in addition to processes such as repetition and linking.</p>
10	<p><b>We use retrieval practice systematically:</b> Evidence of retrieval practice that makes the learning stick</p>	<p>At the beginning of every lesson, the History Department utilises retrieval practice in knowledge quizzes on previous learning. Additionally, teachers will regularly verbally use questioning to ensure retrieval practice. Some summative assessments also ask knowledge retrieval practice of prior learning. Knowledge Organisers are used for Homework and in lessons to regularly ensure knowledge retrieval.</p>