



What A Great Lesson Looks Like

History



Striving for excellence; ensuring standards of behaviour and engagement are high and create a positive climate of learning.

- Teachers nurture students in a safe environment following our school values: love, respect, hope, kindness and resilience.
- Entry Routines:**
 - Teacher is at the entrance to the classroom – meet, greet and seat.
 - Pupils enter the classroom in silence and get their equipment out on the desk and complete the Do Now Retrieval Activity on entry. Pupils Instructed to BRS – Booklets Out, Read the Instructions, Silently Complete the Do Now.
- Behaviour and Expectations:**
 - High expectations are set with regards to behaviour for learning; teachers expect students to be equipped and organised, engaging in all activities appropriately to the work that is set.
 - Teachers foster positive working relationships with students, awarding praise points and golden tickets.
 - The school sanction system is consistently used in the department. A warning is given for any failure to follow the Sutton Way and noted down on the white board and Class Charts, any further behaviour is escalated with removal to a Behaviour Hub using a radio.



Understanding, adapting and meeting the needs of all learners in order to build confidence, provide challenge and ensure success. Every student is known.

- Students are seated for success and taught in mixed ability classes designed to encourage aspiration and achievement.
- Teaching assistants are utilised to support all learners.
- Homework is designed to support knowledge retrieval and develop and extend pupils learning in lessons.
- Adaptive Teaching**
 - Teachers use adaptive teaching strategies to support and challenge all students including the highest attainers through explicit teaching of vocabulary, choice of texts in Reading to Succeed, planned extension tasks, scaffolded tasks, questioning, and encouraging critical thinking through debate.
 - Teachers provide a variety of modelled examples, with success criteria, for pupils to aspire to and to clarify the expectation of learning and outcomes. Success Criteria is subject specific in relation to developing pupils understanding of chronology, individuals, events, historical perspectives, second order concepts and critiquing sources and interpretations to make historical judgements.
 - Personal Learning Checklists are used to ensure pupils understand and reflect on the desired learning outcomes and supported in achieving them through effective teaching and learning.



Tracking pupils progress - Hunting not Fishing. All students know how to improve; feedback supports improvement.

- The Curriculum is the Progression Model. Pupils are assessed on how far they are knowing and remembering more about British History from 1066-Present in relation to chronological understanding, knowledge of individuals, events and historical perspective, causes and consequences, change and continuity, significance and ability to analyse and evaluate sources and interpretations to make judgements.
- Hunting not Fishing**
 - Hunting not Fishing Pads are used by all staff to track pupil progress each lesson, identifying misconceptions and adapting teaching to the needs of all.
 - Teachers use assessments both formative or summative to provide meaningful feedback and model how to improve and to contextualise students' next steps using cold calling, self-assessment white boards, diagnostic checks using RAG cards, live marking and at least one deep mark per half term.



Transforming theory into practice. Using the latest pedagogy and subject specialist knowledge to inform teaching inside the classroom.

- All staff have access to local, trust-wide and national CPD in the form of Historical Association Subject Association Membership
- Subject Specialist knowledge is used to inform teaching and learning.
- Teacher Instruction**
 - Explicit teaching and revisiting of subject specific vocabulary using narrative forms to help pupils to make sense of new information.
 - Linking stories and sources to historical scholarship so that pupils develop disciplinary knowledge of how historians make sense of the past.
- Deliberate Practice**
 - Chronological Understanding – explicit teaching of chronology using timelines, living graphs, flow charts and storyboards.
 - Key Individuals, Events and Historical Perspective – Reading to Succeed
 - Cause and Consequence – Reading to Succeed, factoring cards sorts, extended writing
 - Change and Continuity – Reading to Succeed, Venn Diagrams, living graphs, factoring cards sorts, extended writing.
 - Significance – Reading to Succeed, Radar Charts, extended writing.
 - Source and Interpretations – comparison of sources and interpretations – assessing the utility and how far historical claims made by historians are convincing.



Organising and sequencing the Curriculum so that all students understand the context and their expected learning outcomes.

- Retrieval Practice**
 - Do Now activities are visible on students' entry to the classroom - they either connect the lesson's learning and focus with prior knowledge, introduce small chunks of new knowledge, or provide a low stakes short task to engage pupils in the learning for the lesson.
- Curriculum Sequencing**
 - All lessons are planned using a 5 part structure. Recap, Pre-Teach, Read and Condense, Apply and Review.
 - Teachers share learning objectives and historically valid enquiry questions to contextualise the learning and highlighting key concepts/factors that have contributed to events in history.
 - Knowledge is taught in a sequential manner this is planned across the KS3 and 4 curriculum to revisit and built on prior learning with effective spacing.
 - Success criteria is shared and used / referred to during the lesson and as AFL
 - PLCs and Knowledge Organisers indicate the key concepts, core knowledge, and key vocabulary that students will learn in that unit of work



Nurturing our student's language fluency, knowledge and skills so they are equipped to be successful in later life.

- Teachers communicate, where relevant, the links between the learning and life beyond school.
- Revision strategies are explicitly taught to support acquisition of knowledge.
- Teachers frequently model learning strategies, annotation skill, analysis, planning and writing skills to develop metacognition and independence in students.
- Key vocabulary is referenced within schemes of learning and teachers explicitly teach the meaning of the vocabulary, encouraging pupils to use it confidently in the context of their own work, both oral and written
- Reading to Succeed**
 - Reading to Succeed is an expectation of all students and a culture of reading developed in each classroom. 5 minutes of each lesson is dedicated to reading.
- Homework**
 - Reading to Succeed Knowledge Retrieval and Comprehension set fortnightly at KS3 and knowledge retrieval activity set weekly at KS4.