



SPRING 2025

History Matters

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Effective Key Stage 3 good practice visits – Harrow Way Community School and Noadswood School

"If you want me to remember, make me care about it first!"

A knowledge rich GCSE or cognitive overload – getting the balance right

Integrating history and literacy during English lessons: Innovative curricular approaches at Swanmore College

The History of the 'Harrow Way'

The Witan

The Witan, an Anglo-Saxon ruling council, met in Knights Enham in 1066AD to draw up the 'Domesday Book'. The meeting is called by King Athelstan II in response to the threat of raids by the Vikings that have been ravaging the coast of Southern England. The 'Domesday Book' declares England to be "one Christian country with one King." King Athelstan II and Bishop Wulfstan sought to unite England against Viking invasion.



1066 AD

The Harrow Way

Dating from the Late Neolithic/Early Bronze Age (c.4500BC), The Harrow Way is an ancient trackway in the south of England. The Old Way ran from Seaton in Devon to Dover, Kent. Later the eastern part of the Harrow Way became known as the Pilgrims Way, following the canonisation of Thomas Becket and the establishment of a shrine in Canterbury, Kent. It is sometimes described as the 'oldest road in Britain' and is possibly associated with ancient fairs.

English Civil War

English Hart Inn, Bridge Street

was the scene of a skirmish during the English Civil War shortly before the Battle of Marston in 1644. The town was under the control of Sir William Waller, a Parliamentarian, who was known for leading the siege of the town and fighting at the Battle of Marston.



1642-1649 AD

The Swing Riots

Upper Clatford

The Swing Riots of 1830 were an uprising by agricultural workers in parts of Eastern and Southern England. By 1830 the agricultural 'poor' were suffering from falling wages, rising food prices, and unemployment caused by machinery. The poor could suffer no more and rebellion was born in the guise of the Swing Riots. Agricultural workers were in revolt of it and when the time of the riots many found themselves in the courts to face harsh sentences.

Andover Workhouse

Junction Road, Andover

The Andover workhouse was a place of inhumane conditions at the workhouse. Men, women and children were kept starving by the workhouse. The workhouse was already smaller in capacity and the workhouse was decreed by the Poor Law Commission to be a place of punishment. The workhouse was decreed by the Poor Law Commission to be a place of punishment. The workhouse was decreed by the Poor Law Commission to be a place of punishment.



1830 AD

Weyhill Road - Norman/Saxon Execution Site

During the construction of the A303 supermarket on Weyhill Road a discovery was made when excavating the current carpark.

A late Saxon/Norman execution pit was found, containing the remains of 124 bodies plus 97 disarticulated bodies.

The site straddles the road of the Roman Road from Winchester to Old Sarum, is bisected by the Harrow Way and lies on the boundary of the Saxon Hundred.



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Editorial



Welcome to our spring edition of *History Matters*.

"The importance of a good start to a pupil's secondary school education cannot be overemphasised."

These were the words of the last significant governmental report on Key Stage 3 from 2015. The less than reassuring title, *Key stage 3; the wasted years?*¹ reflected the concerns around the progress many children were making in Key Stage 3. The level of achievement in two-fifths of the history classes and a third of geography classes were less than good. The report recommended making Key Stage 3 a higher priority in schools, paying greater attention to the academic needs of pupils transitioning from primary schools to build on their knowledge, avoiding expectations that are too low and ensuring greater challenge.

It also recommended a broader and more balanced Key Stage 3 curriculum building on cross-phased relationships with primary schools and focusing on the needs of disadvantaged pupils and preparing all pupils for more challenging Key Stage 4 and 5.

At a time when the government review is considering the evidence on the current National Curriculum and assessment to look at how to ensure that all young people have access to a rich and fulfilling curriculum, HIAS subject advisers have also been exploring the effectiveness of Key Stage 3 provision in Hampshire schools 10 years on. We have since had the Ofsted research review² and Ofsted subject report in history³ which have given us a clear picture of the "*significant work done*" to develop "*a broad and ambitious curriculum in history*" in the large majority of secondary schools and the "*significant impact on the quality of history education*" that has been seen.

Recommendations in the Ofsted subject report centred on intentionally building knowledge of reoccurring concepts and phenomena in past societies in building a stronger chronological framework, identifying the most important content that will help future learning for emphasis and assessment in meaningful ways. Revisiting this content regularly to develop secure knowledge and using assessment to identify gaps and misconceptions and address especially in securing knowledge needed to ensure special educational needs (SEN) access to the curriculum was recommended. The key area for development was in enabling pupils to "*develop meaningful and increasingly complex knowledge about how historians and others study the past and construct their accounts, avoiding reductive or misleading representations of the complexity of historical enquiry and argument.*" This has been the focus of our spring 1 24-25 secondary history network.

In this issue, four of the articles tackle how we can ensure that our Key Stage 3 curriculum is rich and fulfilling for pupils.

I am delighted to share the findings of Key Stage 3 visits to two schools which have been recognised for their effective practice at Key Stage 3, Noadswood School and Harrow Way Community School. The articles aim to capture how both these schools actively ensure that its history Key Stage 3 provision exemplifies good practice and supports pupils well in respect of:

- depth of enjoyment
- the development of high-quality teaching, to ensure access to the curriculum and prepare pupils for more challenging later study at Key Stage 4
- securing knowledge, including building on Key Stage 2 experiences; substantive and disciplinary knowledge, understanding and skills.

I hope you find reassurance and inspiration from the practice you will find in these good practice visits.

Neil Bates, Lead Practitioner at Harrow Way Community School, shares effective strategies drawing from cognitive science to engage pupils in their learning to support them in understanding complex concepts and contexts and encode the knowledge to support its transfer into the long-term memory, our ultimate goal as history teachers.

Megan White, History Lead from Swanmore College, shares an innovative approach to additional curriculum time history gained from English that has enabled Swanmore College pupils to grow in literacy knowledge and historical period knowledge and allowed history to contribute meaningfully to wider curriculum development.

Finally, I am grateful to Rachel Woodward for sharing her research and implementation journey in introducing Key Stage 4 work booklets to support her GCSE pupils in gaining and retaining GCSE knowledge without the cognitive overload.

Sarah Herrity

Teaching and Learning Adviser (Secondary History), HIAS

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References

- 1 www.gov.uk/government/publications/key-stage-3-the-wasted-years
- 2 www.gov.uk/government/publications/research-review-series-history/research-review-series-history
- 3 www.gov.uk/government/publications/subject-report-series-history

History news

Exam boards have released the minor changes they are making to the 2025 exams including time allowed, choice around questions and format of sources and interpretations so it is worth checking your GCSE and A Level exam board websites.

Eduqas ran their exam board training in February around lessons learned from last year's exams for Hampshire teachers.

It was wonderful to have history teachers and history leaders from 28 schools represented at the Secondary History Networks this year. We began by hearing from the exam boards giving advice on how to raise attainment for this Year 11. Hampshire history teachers shared how they were using cognitive science to improve knowledge building and retention in history.



Dale Banham led a brilliant session on using approaches based on cognitive science to raise attainment in the GCSE exams including:

- 1 **interventions** – taking time to understand how students are approaching the subject, their study habits and what they are struggling with
- 2 identifying key **takeaways** – avoiding cognitive overload and building the *big pictures* for each unit
- 3 **memory aids** – providing memorable *hooks* for revision that use findings from cognitive science (including dual coding)
- 4 going beyond retrieval practice – **using stories** to build rich contextual understanding and a strong sense of period

- 5 homework - modelling the revision process and thoughts on **retrieval practice, spaced learning and interleaving**
- 6 improving **exam technique** – from decoding questions to question shapes
- 7 towards **developed and complex thinking** – using question prompts, modelling and word gradients to show students what Grade 7-9 thinking and writing looks like at GCSE.

I highly recommend Dale Banham's new series of *Engaging with AQA and Eduqas* text books and revision guides which use these techniques effectively.

We are grateful to Stephanie Brownbridge who is the Hodder (now Hachette) representative for Hampshire at stephanie.brownbridge@hachettelearning.com and has made a special offer to Hampshire schools of 50% off all paperback history revision and workbooks on orders placed through her by 17 April (min order £100) on these books which you can browse at www.hachettelearning.com/study-and-revision. There is also currently 20% off all print text books including *Changing histories*. The next book in the series comes out at the end of May and looks excellent.

Our second network session focussed on building disciplinary knowledge including:

- the craft of a historian using particular examples
- using historical scholarship to improve writing
- rethinking the teaching of source work
- networking on how historians are woven through your curriculum
- planning for progression.

It was fantastic to see examples from local schools using examples of historians using particular sources to create their accounts, making disciplinary knowledge meaningful.

Our final session focusses on how we world build for children studying different places and periods which can be a foreign place for them. It is understanding the concepts, pneumonia, social and material culture in these societies that give children a more accurate and engaging understanding of the past and support their future learning in history.


We are looking forward to seeing you in person at Hamble School for this event on 12 March 2025, 1.30pm to 4.30pm at Hamble School.

Spring Term History Network

HIAS Spring Term 2025 Secondary History Network Session 3

Revealing new worlds

- Understanding the past as a foreign place
- How can we world build when teaching past societies in Britain and the histories of unfamiliar places
- Considering material and social culture
- Networking on how you build a sense of place and time through your curriculum.



February is LGBTQ history month. At HIAS we are committed to an inclusive understanding of history. We are looking forward to the Spring 24-25 Secondary History Network where there will be a history lesson on LGBTQ history showcased as part of the focus on revealing the social culture of the past. Please get in touch if you have a history lesson or resource that teaches this subject well that you would like to share with other schools across Hampshire.

We are awaiting the findings of the government curriculum and assessment review promised this spring 2025 which will give us an indication of how our history curriculum and future GCSE specifications may be impacted. In the meantime, the Historical Association have published their response which you can read on the Historical Association website: www.history.org.uk/primary/categories/7/news/4357/the-historical-associations-response-to-curriculum.



Hampshire has launched their Climate Unity Moodle site with guidance and resources to support your teaching about the climate crisis.

<https://re.hias.hants.gov.uk/course/view.php?id=128>

The history specific guidance is currently being written so look out for the resources that will be added after half term. I have also arranged for Will Bailey-Watson to be our keynote speaker at the History Leadership Conference on Friday 27 June. Will is known for his work on the contribution history makes towards a coherent and holistic climate and sustainability education. Book yourself a place to avoid missing out. Further details and booking guidance can be found for this Conference and the Secondary History Network in the Courses section of this publication.

Keynote Will Bailey Watson

'Looking back, looking forwards: old fashioned storytelling, new stories and artificial intelligence.'

- How can history address climate change?
- What is the role of AI in history teaching?
- How to write and teach story that flies in the classroom.

Known for:

- Keynotes for HA and SHP Conferences and ResearchEd.
- Award-winning work on, Meanwhile Elsewhere website
- Contributed to: Changing Histories for KS3: Connected Worlds, c.1000–c.1600 textbook
- His work on the contribution history makes towards a coherent and holistic climate and sustainability education

Associate Professor, Programme Director Secondary ITT and Co-Subject Lead of History Education at the Institute of Education, University of Reading



Sarah Herrity

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Key Stage 3 good practice visit – Harrow Way Community School

Creating engaging and effective Key Stage 3 history at Harrow Way Community School



The history department at Harrow Way Community School are known locally and nationally for the quality of their Key Stage 3 curriculum. This department's practice was recognised nationally in the 2022 Historical Association Quality Mark assessment at Harrow Way Community School. They were awarded the highest award, Gold, for their, *"constantly outstanding teaching"*, *"strong leadership, broad, balanced and cohesive curriculum"*, *"effective assessment"*, *"diverse and varied enrichment."* A recent good practice visit to the department attempted to capture how the Key Stage 3

provision at this school exemplifies good practice and supports pupils well in their experience and progress in history. I am delighted to share the good practice that was seen on the day that builds on the success reported in 2022.

Leadership and culture

The culture within the history department at Harrow Way Community School reflects the school's vision of creating an exceptional educational experience for all their children through which they can develop a love of learning and thrive. Curiosity is encouraged by the use of artefacts, images and maps on display in the history area.

The climate in the history classrooms during this visit was warm and welcoming, the learners were absorbed in their learning, the teachers inspired curiosity to answer the historical enquiry driving their lessons, careful not to leave any child behind. The history lead described the culture of the school as one of high expectations in which children are helped to be ready, respectful and be their best. This culture supports the team in teaching to the top in history lessons. The "impressive knowledge of the teachers" and "their willingness to see everyone succeed no matter what mood they are in" has made a real impression on the trainee teacher within the department and the visiting history adviser.



The department is a capable and inspirational team of history teachers, one of whom is Lead Practitioner, Neil Bates, who contributes to local and national professional development for history teachers/leaders and is a member of the Hampshire history steering group. The team is well led by the new History Leader, Sarah Swanton, who has been part of the growing success of the history department from an unpopular subject to one of the most popular. The school leadership is proud of the history team's success within their school and their contribution to history continuing professional development (CPD) both in Hampshire and nationally over a number of years. The history lead noted that the history line leaders have always supported the department, listening to their rationales for development and acting promptly to address concerns. Having the current line lead on the same corridor as the history classrooms and history staffroom has helped to foster closer working relationships. School policies are flexible enough to allow the department to make decisions that benefit the quality of history education given its distinctive nature as a subject, for example around assessment.

Expectations and experience

History is a popular subject. 95% of students opt for history at GCSE. The student voice group that included a range of Year 7-9 students of varying levels of prior attainment gave a surprisingly enthusiastic picture of their learning experience in history.

"Teacher's really care about what you think"

"There is lots of inclusion – you are part of the lesson"

"They want you to do well"

"Teachers don't rush, they check you understand and give you time to complete your work"

"History is really calming, they help you know what to write."

A Year 8 girl commented, *"lessons have a very good structure. We start with retrieval so we are better prepared for the lesson with a discussion on what you know first so if you have been away, you can get ideas for the lesson."* These comments chime with the inclusive, and discursive history lessons observed during the visit.

The students clearly take pride in their work/books. The books from each year group and teacher showed a consistent approach with the same thinking activities, knowledge building and knowledge checks and extended written outcomes/assessments with disciplinary feedback acted upon.

The students experience of history is further made more meaningful through the weaving of local history throughout the history curriculum. The lead practitioner has been awarded a history fellowship by the Historical Association for his work on local history. He explains students can easily believe 'nothing ever happened here'. He believes that local history brings more relevance to the history curriculum as students see the impact of historical events on where they live, bringing students into a new *"relationship with their lived environment."* Students mentioned the fun they had had learning how 'history had come together in Andover' and how the school had created a local history mural in the playground, showing the history of Harrow Way helping to create a sense of belonging and civic pride at the school.

Year 9 students had enjoyed taking part in the Year 9 curriculum project as part of the thematic study on local history under the big question: *what should go into the Andover town trail?* This motivating enquiry outcome is a presentation of their trail allowing the team an opportunity for oral assessment. In fact, history students have created a new town trail now available in Andover Museum. The local community has been brought into a wider project involving history and PSHE on, *Voices of Andover*, where people have been encouraged to share their experiences of growing up in Andover, again supporting a sense of belonging and connection to history and the local area.



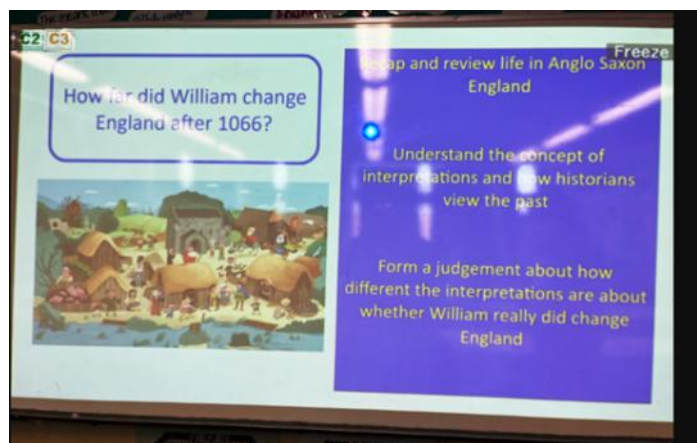
Pedagogy and high-quality teaching

The department has a whole toolkit of distinctive disciplinary approaches to teach the curriculum through the lens of different disciplinary concepts and processes. While there are too many to share here there are three areas of particular strength that are worth exploring at a time when the government is concerned about the level of engagement and attendance in schools. One fundamental pedagogical strength of the department is referenced in the Gold Quality Mark report from the Historical Association, *“Enquiry is used extremely effectively in the curriculum as it forms the basis for each unit of study and this approach has ensured students develop historical skills with the impact witnessed in students’ depth of knowledge and understanding evidenced in their books.”*

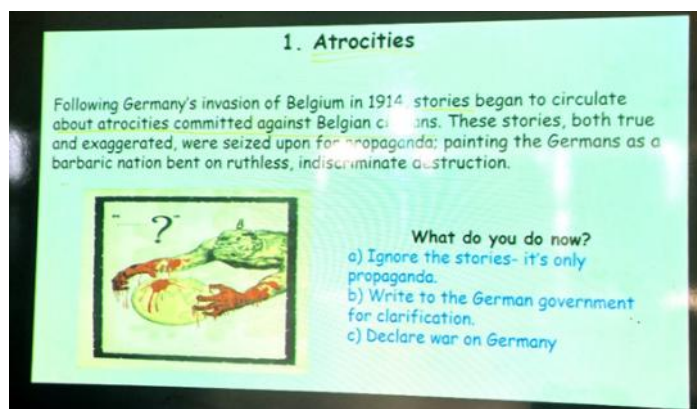
The enquiry led lessons observed during this visit seamlessly brought together disciplinary and substantive knowledge as the class wrestled with answering the analytical enquiry question to reach firmer, more evidenced historical arguments. This approach allowed the teachers to go beyond the surface level facts about the event to explore the underlying concepts and context through the disciplinary lens for a much deeper understanding of the history being taught.

This reflects the Ofsted 2021 research review of history that explained that, *“knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge”* and that, *‘disciplinary knowledge is made purposeful and meaningful when it is related to particular historical problems where pupils have sufficient knowledge of the period, setting and topic to reason, make inferences and grasp the terms that others are using in any debate.’* Essential fingertip knowledge was emphasised, checked and overlearned through the lessons to ensure that students held onto it, including the meaning of key disciplinary and substantive terms such as diplomatic pressure. Images supported the children in being able to imagine the period, people, phenomena (such as propaganda) and events.

For example, I saw two Year 7 lessons tackling the overarching curricular big question: *what was the impact of 1066?*, on the Norman invasion. The lessons drilled into the enquiry question: *how far did William really change England?*, beginning with England in the Anglo-Saxon period before reaching the complex learning on why there would be differing historical interpretations allowing students to *“grapple with the threshold concept that history is a construct and historians build a picture of the past using evidence; as historians they can challenge that construct”*, according to the Year 7 autumn 2 medium-term plan.



The active learning and live debate mentioned in the student voice was evident. In one classroom children were revisiting and improving their knowledge of Anglo-Saxon society in order to understand the changes brought by the Normans by negotiating where their character stood in relation to others along a line of social hierarchy. The Year 9 class was involved in a decision making activity to address the enquiry question of when America should get involved in World War I to explore causation and the build-up of factors such as propaganda around atrocities, within this particular historical context. The thinking, and language required whether orally or in writing is modelled at each stage of the enquiry.



Other pedagogical approaches draw heavily on cognitive science to support long-term learning. Apart from regular knowledge retrieval and revisiting, the department draws on the importance of *heightened attention* as a necessary component for effectively recording and remembering events or information. In addition, when information is *encoded* for example in a narrative or simulation/practical demonstration our brains can remember information more easily.

Willingham claims that stories have a *privileged position* in our brains and are therefore brains to process and to remember and act as a helpful framework on which to attach further information, supporting memory. The department uses the power of personal stories well to world build, heighten interest and bring meaning to larger historical events. For example, the sequence of learning on how power operated in the African kingdom of Mali begins with a story about a visitor to Mali, using the sense of narrative to encourage students to ask questions and discover how salt helped make the King of Mali one of the richest people in history, unpicking misconceptions around Africa's development, with cross curricular links to geography. It was the story of an Akan drum that allowed the Year 8 student to talk so knowledgeably and enthusiastically about his learning on the globalisation of trade and the enslavement of people.

Similarly, the department uses songs that bring insight, resonance and meaning to the learning while supporting memory. The lead practitioner has written the Year 9 enquiry on the bombing of Birkenhead in World War II, which includes students analysing song lyrics from the poignant folk song *Trumpets of Jericho* by Ronan MacManus from Biblecode Sundays. This song details his fathers' recollections of the bombing of his street and the impact it had on the local characters. The enquiry then moves on to examine the research done by a local archivist into the people mentioned in the song before asking students to conclude whether Ronan did his homework.

The department draws on the work of Ian Luff and Ian Dawson with the Historical Association around carefully constructed and scripted practical demonstration to make complex historical events comprehensible and memorable. When asked what they remembered from their learning in history, the student voice group were quick to talk about why the Normans were able to defeat the Anglo-Saxons from the memorable reenactment and discussion of the episodes within Battle of Hastings and the knowledge they had gained from interviewing mystery historical artefacts.

Billy Cavanagh

- died by parachute mine
- born 1926
- lived at 70 Beckwith Street, Birkenhead
- victim of 5th Birkenhead Blitz. Killed 288 people
- injured by a parachute mine 12 March 1941
- 15 year old Billy died from his injuries 28 days later on March 16, 1941.
- Billy's Dad, Michael was also killed in the same explosion.

What do the biographies tell you?

inaccurate - song - Billy - died on doorstep

poetical lyric - meant to entertain/ artistic rather than accurate.

John Mahoney

- exaggeration.
- lived in WWII
- born in 1942.
- Second generation Irish. Lived on Brook Street
- worked the Mersey tunnel excavations.
- No record of his death.
- Night of his last life's during the digging of the tunnel.

William McLaughlin

- Born in Birkenhead
- Son of William and Frances McLaughlin
- British Army
- Died 22nd August 1944

Eric Joseph McGuigan

- Son of Lucy Ann and Thomas McGuigan
- Lived at 2 Elora Street
- Dad worked as a farm labourer.
- Joined Royal Navy during WW2, became submarine stowaway
- 18th April 1943 submarine torpedoed by German submarine in Sierra Leone.
- Submarine sank. No survivors
- Commemorated a Plymouth War Memorial.

What have you learned from the song?/Any questions?

joint the Mersey tunnel

gone young boys conscripted into the army

bible reference. (bombing of houses, bombing of cities)

who are the people in the song? did they all survive or did they all die.

bible reference (bringing down the walls)

attempt to agree to represent important people. not real.

children died

innocent people died

children were sent to war

remains?

The Trumpets of Jericho

Came raining down on Cathcart Street
And the walls of terraced houses
Came crashing round our feet
We didn't want to send our children
To foreign lands to fight a war
But then I seen young Billy Cavanagh
Lying dead outside my door
They're bringing in conscription boys

The writing's on the wall
All those black-haired Irish boys
answering the call

Chorus
Big Bold Johnny Mahoney
Who dug the Mersey Tunnel on his own
He was out there digging trenches
But he never made it home

Oh Johnny Boy where are you now?

Sometimes I swear I hear your voice
Ringing round these narrow streets
I wish they'd given you a choice
So you see it's not your country
Not your king and all his men
And they'll put you on the frontline boys
When they send for you again
Yeah they'll put you on the excavations boys
When they send for you again
And again and again.

Dr Ian Luff's research on cognitive science explains why practical demonstration has such a powerful effect on memory. It brings closely together our episodic memory of what we actually do and our ability to replay them in our heads, and semantic memory of academic content such as words and facts.

Addressing pupil needs

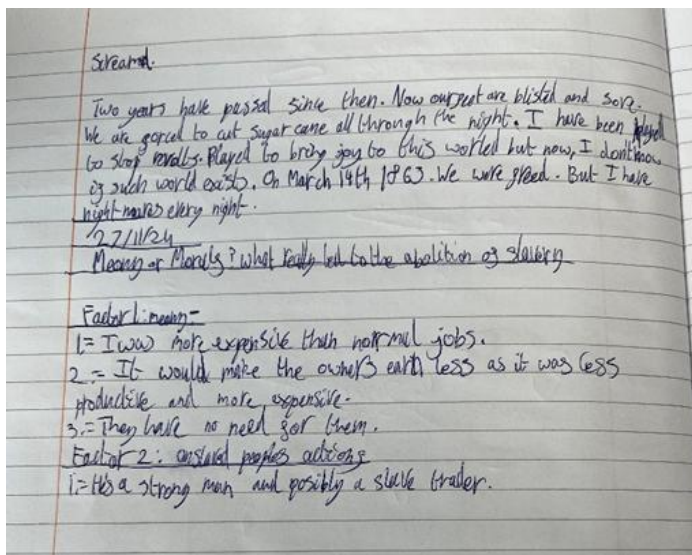
When asked how they are challenged to think hard and encouraged to be independent, students talked about the extended writing they do regularly in history to answer the enquiry question for the lesson. Another Year 8 student proudly showed me his latest piece on what an Akan drum could tell us about enslaved people. His lovely comment that "when we write we can really fly" was explained as being because teachers, "build your knowledge through the lesson and with images that link to the information so we can just flow through the writing".

The drum might say:
I came from a lovely village in south-Africa, we played music until late sunset. I was made from woods only found in my village. When the boats came all I could see was glacial scrambling to the safe house. Only 20 made it to the house. I survived. The trip was bloody. I was made to give happiness. But now I make sadness because as I'm thinking about the past, the neighbouring villages wake on the boat to having to go to the toilet in a bucket and see enough to make this was terrible.

The cold, salty sea air washes over my splashed wood. Friends, family, these people are who I love. I feel solidarity then I'm in front of my very eyes. For I can see a certain spot where I sit here on a pedestal like I'm god. The village ship has a log, tied around is splashing noise. The boats in sight now so our suffering will be over. Sweet girls, salty sturgeon. My mouth is drooping thinking about what seed we might get.

I was wrong. The drum is an oak of a man. He seems to be allergic to cooking a decent meal. I'm forced to be on the top deck, played not got enjoyment. I'm misused for guiltiness and fighting depression. When I am about to the bottom deck I see human seeing and we're very where. Not even enough room to move. It looks dark. The saint caught by and people dropping dead because of diseases. I'm glad I'm on the top deck. I hear every day I person can't survive. If I wasn't there it would be a lot better.

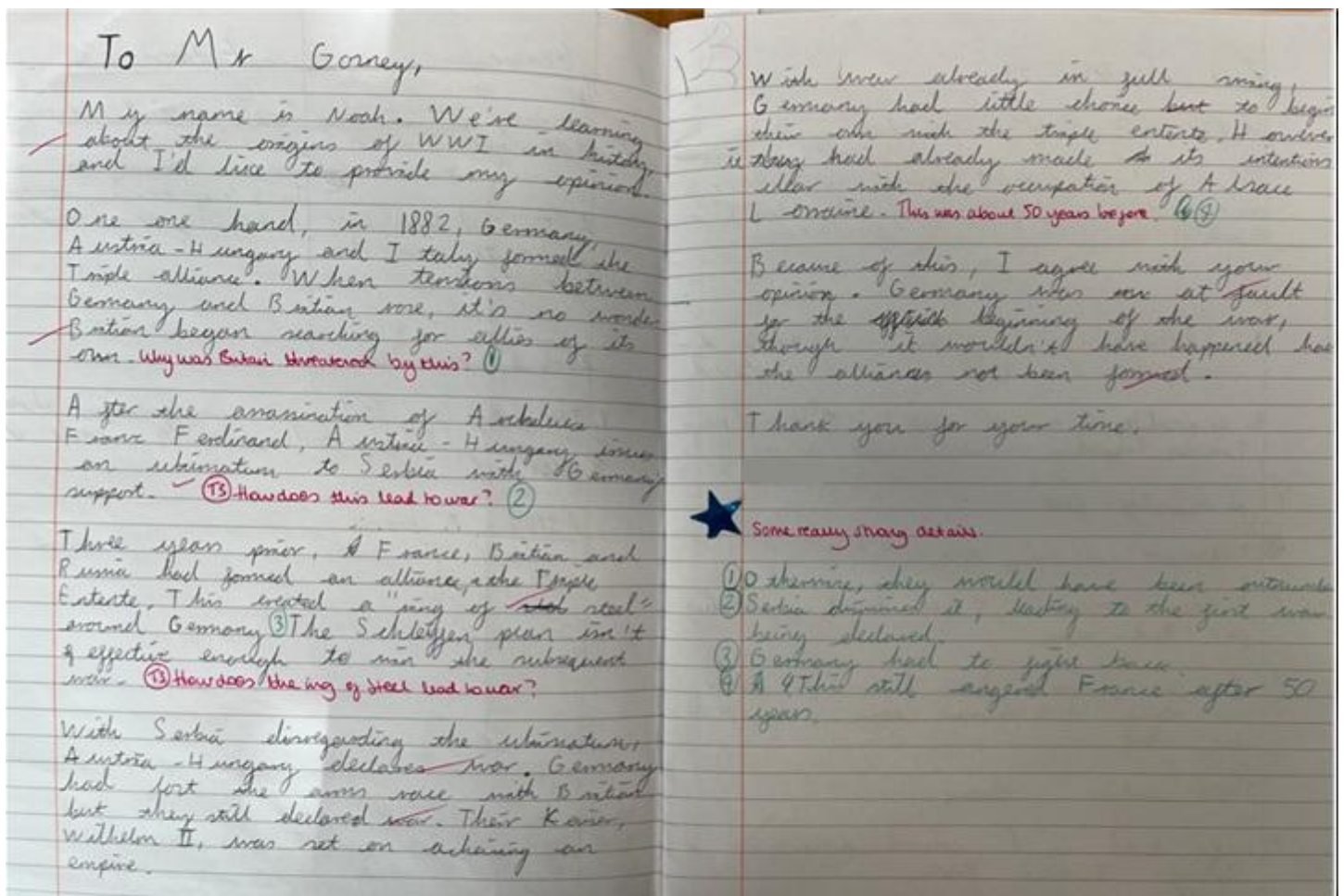
After 2 months of that we made it off 20,000 slaves were on that ship. 1,800 coming suicide. We walked got loaded to a black building. Instantly we and my drum were taken to this deck with a price tag on it as the ship was a muscular man we got swept away to a cabin where got an hour. Little Mei Mei was separated from her mother so she bit a guard. She was shot. Children have no use on the plantation. The drum began playing. Me in between got her mother. The cart drove on. There was two more young girls. And a child.



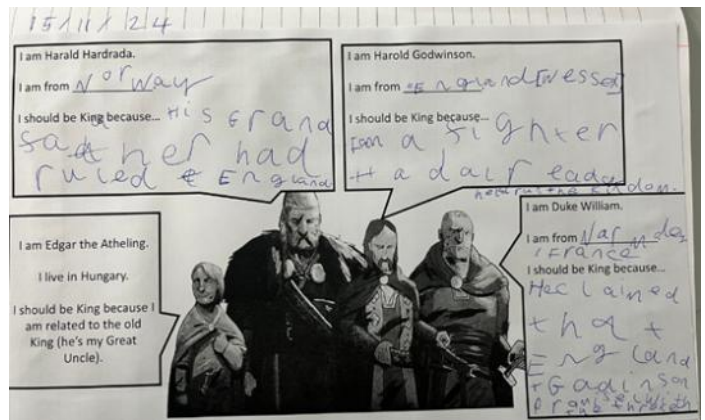
Similarly, a Year 9 boy was excited to show me a well-constructed, causal explanation of the causes of World War I. He explained he had been motivated to write this so well as they were writing to his history teacher's dad who had argued with his teacher with an opposing interpretation on what was to blame for the war.

Both of these pieces of work are examples of the meaningful outcomes at the end of each learning sequence that give students a real purpose and, in some cases, a real audience for different genres of forms of disciplinary writing to motivate them to meet the challenging success criteria in answering the enquiry question driving the lesson. Challenge is part of the enquiry process as learning becomes deeper. Historical sources, and academic articles enrich debates.

The department *teach to the top* by pre-teaching concepts, vocabulary and analytical criteria through discussion around the enquiry question and engaging starters so that all students, including SEN children can access the learning, they are supported in visualising the historical context through powerful images and a judicious use of dual coding rather than dumbing down academic reading or over simplifying teacher explanation. Academic reading is part of the history curriculum using a common guided reading approach and resource format.

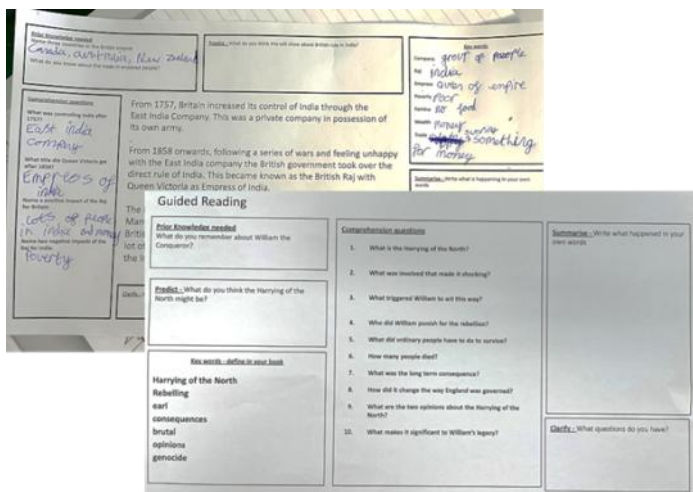


These become familiar which supports reading even in cover lessons. They have collaboratively ensured that screens have clear minimal instructions and emphasise essential learning with the title always in the same place and learning is scaffolded through the resources. Hinge questions are built in to check knowledge before teachers move on and students are encouraged to shut their eyes so that students can share with colours how confident they are feeling about the task. Oral practice supports the development of historical argument and explanation beginning with practising the use of because, but, so, before moving onto more sophisticated connectives and argument construction. Class discussion uses add, build and challenge to help model historical debate.



The children began to stamp their feet as the nickname of the feared Viking had been encoded with the action of making the sound of thunder.

In terms of planning for academic transition, the Harrow Way Community School Year 7 history curriculum builds directly on Key Stage 2 with a thematic study: migration: Bronze Age to 1066; big question: *who do we think we are?* This builds on the migration students will have already met within the settlement of Britain before 1066 and combines global, national, local and personal history making history directly relevant to new students arriving at Harrow Way Community School. It also builds upon important disciplinary knowledge such as chronology and enquiry that they should have met at primary school. It also adds complexity by introducing the fundamental concept that history is a construct as they see how new evidence has shaped our understanding of our past and they meet differing interpretations.



Transition

There is a nurture group in Year 7 for students with the greatest needs and lowest reading ages to support their transition from primary school. I was thrilled to see the group doing the same Year 7 learning around what William the Conqueror had really changed in England, taken step by step through the learning by lead practitioner. New ideas were explored, linking them to students' prior knowledge and experience. The teacher had created a can-do climate where their knowledge and class answers were praised, emphasising how much they had remembered and knew about the topic from previous lessons. Again, story and actions were used to help to build memory. *"It's fun learning about the people and their nicknames"* volunteered one child, *"Hardraada was the thunderbolt of the north."*

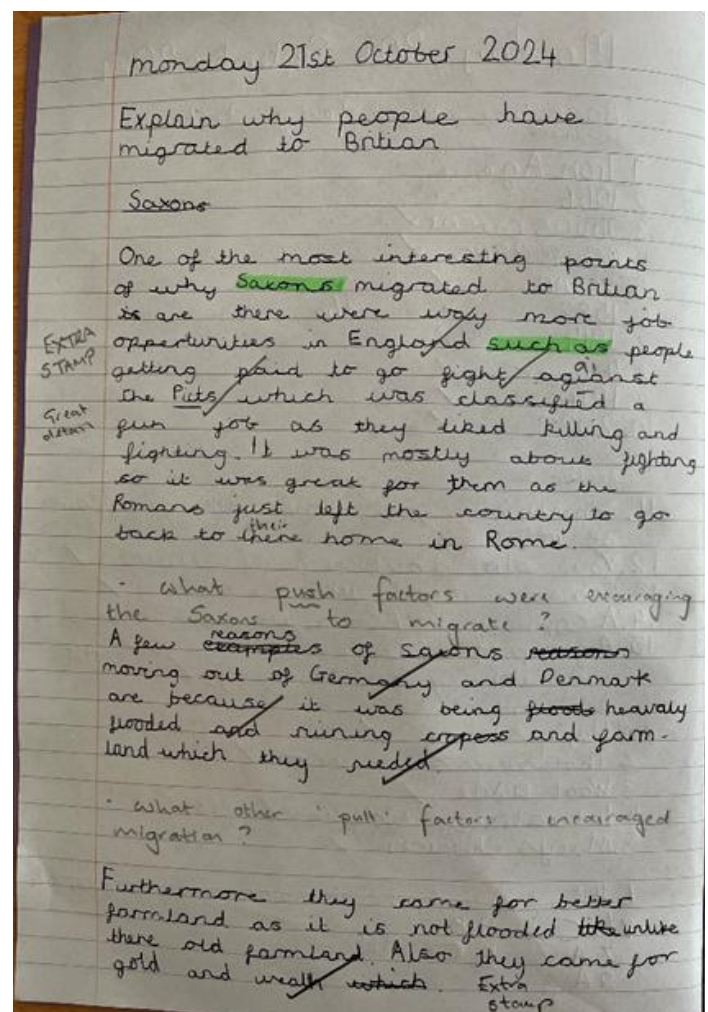
In the past, Ofsted has raised concerns that in some schools the Key Stage 3 curriculum can be too narrow if it is seen purely as preparation for Key Stage 4 topics and skills. One of the history teachers during staff voice commented that a strength of Harrow Way Community School's curriculum is that *"Key Stage 3 was not the slave of Key Stage 4."* Instead the team have worked to deliberately build in cultural capital to lessons and ensure the Key Stage 3 curriculum is ambitious, building period and disciplinary knowledge needed to be successful in history including Key Stage 4 specifications.

| Yr 8 2023 | Autumn | Spring | Summer |
|---|---|---|--|
| <p>Thematic Study: British Empire and slavery Big Question: How did globalisation affect ordinary people?</p> <ol style="list-style-type: none">1. Case study: America - John Hawkin. From piracy to plantation2. Why did we look west?3. Why was the British empire? Overview - Why did we bother?4. What does the Akan Drum tell us about enslaved people?5. Abolition - money or morals?6. What was the experience of different people under the Empire? - Whats the view through the window? Empire through different windows - ordinary people, native beneficiaries, legacy, mercantile effect <p>Case study: South Africa [1901] Case study: India [1901]</p> <p>Assessment: Build your window onto Empire. Select the sources that tell the story Core prior knowledge: migration, Elizabeth power, Substantive knowledge: slavery, democracy, migration, interpretations</p> | <p>Thematic Study: IR 1700-1900 Big Question: What really changed during the Industrial Revolution?</p> <ol style="list-style-type: none">1. Olympic game video & photos of 26 inventions - match what you see - string. Write a judgement about the Olympic interpretation in brief.2. Case Study: Brunel (dinner party under the Thames story) vs Stevenson (teaching his dad story) vs Arkwright (wig story)= 'Who had more influence?' Men who moulded the modern world" (include the impact on society) X2-X33. Portfolio Piece = Review original interpretation = does it stand? Has your opinion changed?4. The worst jobs of the industrial revolution =pay, conditions, status5. How did working conditions for miners change? <p>Assessment: Interpretations How accurate is the Olympic Games interpretation? Core prior knowledge: History is a construct, globalisation of Britain, trade, Substantive knowledge: urbanisation, significance, invention,</p> | <p>Thematic Study: Local history Big Question: Andover Town Trail <i>Set up and monitor for throughout the term</i></p> <ol style="list-style-type: none">1. Introduce project/plan the trail2. Check ins to ensure students make progress3. Pre presentation / Presentation <p>Assessment concept: Oracy / Significance <i>Present in pairs their own town trail</i> Core prior knowledge:: Chronological understanding, Criteria for significance Substantive knowledge:Significance,</p> | <p>Thematic Study: Migration 1066 to present Big Question: 'We're here because you were there'. <i>Does this explain migration to Britain after 1066?</i></p> <ol style="list-style-type: none">1. Why did the people of the Empire choose to live in Britain?2. What was <u>life like</u> for the people who came here from the colonies? Windrush3. How has the media shaped our view of migration? Kindertransport <p>Core prior knowledge: Migration / invasion, 1066 Substantive knowledge: Migration, immigration, trade, religion, emigration, empire, colony, settlement, invasion, monarchy</p> <p>People on the move: How did Britain's globalisation affect ordinary people?</p> |

Curriculum design and assessment

The department boasts a well-established, thoughtfully sequenced curriculum with a strong rationale that is both understood and shaped by the team. It is broad, balanced, and up-to-date with recent historical scholarship, reflecting the diverse perspectives and plural narratives that constitute our understanding of history.

The curriculum maps show the curriculum is organised around larger overarching enquiries. This brings coherence to each sequence of learning. Each enquiry is focussed on key substantive and disciplinary concepts which are taught explicitly within the context of the enquiry. Each enquiry is assessed using a mixed economy of assessments such as, extended written assessment, short knowledge assessments and oral assessment. The assessment outcome pieces are based on history's natural forms of accounting such as, interpretation class debate, the use of sources, historical narrative and discursive historical argument and are therefore a meaningful way for students to show what they know and can do in answering the enquiry question using their disciplinary and substantive knowledge.



| "Explain why people have migrated to Britain at different times in our history" | | | |
|---|--|---|---|
| Criteria | Gold 15 marks per box | Silver 10 marks per box | Bronze 5 marks per box |
| 2nd Order Concept: Causation | A clear understanding of the different reasons people migrated to Britain. Detailed explanation of why people would move here and what causes them to do so. Excellent understanding of the push and pull factors. | Some understanding of why people have migrated to Britain throughout time. Some detail of what the push and pull factors are and explanation of why these caused people to move here. | Limited understanding of why people have migrated to Britain throughout time. Some basic understanding of the push and pull factors that have caused people to move here. |
| Deployment of own knowledge | Good details have been used from own knowledge to support each point. | Some details have been used from own knowledge. | Limited knowledge has been included or is not spread evenly across paragraphs. |
| Communication (language and writing) | Clear use of paragraphing (PEEL) 3 distinct paragraphs used with different reasons. Explanations are clearly linked to the question. Clear use of connectives and subject specific terms. | Answers has different reasons given but may not always be clearly separated. Focus on the question is not always direct. Some tier 2 words are used. | Attempts to give reasons but the question is not referred to explicitly. Generalised answer. Limited use of subject terms. |

| | |
|--|-------------------------------------|
| 1. Made a big overall point (war, money, land) | 6 |
| 2. Given specific evidence | |
| 3. Explained how your evidence shows why people moved here | |
| 4. Referred back to the question at the end (therefore..) | |
| 6. Written 3 paragraphs in total | 6 |
| 11. Checked your spelling, punctuation and grammar | Thank you for adding to your answer |
| 12. Completed your work in full sentences | |

The team have made brave decisions this year to improve the experience and success in history for students. The history leader has streamlined the Key Stage 3 history curriculum over the last year to allow more time for depth of learning and meaningful feedback and response to assessment. Each lesson and enquiry has had to earn its place by meeting their stringent criteria such as whether it:

- builds more complex knowledge of key substantive concepts
- builds cultural capital
- develops the key curricular themes
- contains powerful stories
- teaches the disciplinary practices of historians.

In addition, the team has decided to change exam board to improve pupils experience and success at GCSE where they can opt for topics that interest them, for example building on their motivating Key Stage 3 theme of migration. Therefore, these two developments are currently the two main department priorities.

Enrichment

Harrow Way Community School makes sure that historical learning takes place at historical sites and experts are brought into the school. There is a Year 7 visit to the impressive Warwick Castle, a visit to the Imperial War Museum in Year 8 and a Berlin trip for Years 9-11 each supporting the Key Stage 3 enquiry units in the history curriculum and the Cold War and Germany units of study at GCSE.

Visiting experts, for example, the retired major general who shares his experience of being an intelligence officer during the Cold War and a local archaeologist mean that more children can benefit in school.

Next steps

The department will be looking at how they can add more explicit examples of how particular historians are working with particular sources to reveal the way historians work with evidence to create their accounts.

Summary

The history line leader believed the Key Stage 3 history provision was so strong due to:

- the strength of teaching across the team of subject specialists
- the passion of each history teacher which inspires the children
- the meticulous planning of the curriculum, lessons and assessment.

Furthermore, the Headteacher Dawn German, identified three keys to their success:

- they were the first department within the school to work collaboratively to bring a consistent high-quality approach to teaching and shaping the curriculum so that they were clear on the purpose of what they were teaching
- making incremental changes so that the curriculum and practice continues to develop in a manageable way
- brave leadership both from the history leader and the team working together to improve the history provision.

The visiting adviser would add it is also the strong subject knowledge of the history team both in terms of their subject knowledge from academic reading of historical scholarship and research but also their knowledge of subject specific pedagogies that have been developed through high quality, subject specific professional development through personal research, training, and networking. This does not happen without a team of committed history professionals and strong history leadership. It also depends on the support of the senior leadership team in releasing staff to attend events and implement change. I know that the history leader and lead practitioner have attended Hampshire history training and national training to both learn from and deliver best practice. It is no wonder that the children and young people who spoke to the adviser during the visit were so enthusiastic about history.

Sarah Herrity

Teaching and Learning Adviser (Secondary History), HIAS

Ensuring an effective history Key Stage 3 at Noadswood School



The history department at Noadswood School are an enthusiastic team of seven specialist history teachers who are known for their strong teaching practice and passion for history. They are led by an experienced History Leader, Sam Groom, seen in the above image teaching in her history classroom. She has encouraged teamship with a shared vision and collaborative ways of working and shared resourcing of the Key Stage 3 and Key Stage 4 history curriculum, with robust systems of quality assurance in place.

Over the last five years, since the last HIAS history subject review at Noadswood School, the department have worked relentlessly on creating a Key Stage 3 history curriculum that was more coherent, driven by motivating enquiry questions with clearer intent and assessed outcomes. They have attended subject specific professional development and undertaken personal research

to ensure that the improved Key Stage 3 curriculum is up to date with historical scholarship in teaching a more connected global and diverse history. The Ofsted October 2022 Noadswood School inspection report¹ stated that, “*subjects such as history now include a wider range of historical topics. For example, pupils now have more opportunities to learn about the achievements of women and different cultures.*” They are currently working on strengthening and increasing their local history within the history curriculum after the HIAS History Leadership Conference this summer. As a result of all this curricular development they have seen significant progress at Key Stage 3 and Key Stage 4, with significantly positive GCSE history progress scores over the last two years. Their following Key Stage 3 map is organised around driving enquiry questions. Each sequence of lessons has a disciplinary conceptual focus.

| Year | Autumn 1 | Autumn 2/Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------|---|---|--|---|--|
| 7 | Why is the very first step in grasping history to understand chronology? (Silk Roads, Roman public health, local history) Chronology | How far did the Normans change England? How was authority challenged in the Middle Ages? Interpretations | Was the Reformation really all about Henry wanting a son? Change and continuity | Was the world really turned upside down during the English Civil War? Historical Significance | Why were the Georgians mad, bad and dangerous to know? How did a Nomadic tribe become the strongest power in the world? Interpretations Similarity and difference (diversity) |
| 8 | Who was the most significant Mughal Emperor? Interpretations | How did a small country on the edge of Europe rule a quarter of the world? Similarity and difference (diversity) | Were the main reasons for the Industrial Revolution, political, social or economic? Cause and consequence What do historical sources reveal about the Industrial Revolution? Historical enquiry | How did Britain come to achieve true democracy by the Equal Franchise Act? Cause and consequence | |
| 9 | How did the decision of a few lead to the death of many? Cause and consequence | How did life in Germany change between 1918 and 1939? Change and continuity | Was World War II Britain's finest hour? Historical significance | Was the Holocaust inevitable? Similarity and difference (diversity) | Why did Britain become more socially diverse in the 18 th , 19 th and 20 th Centuries? Similarity and difference (diversity) |

Key successes in history – headteacher view

- The improved cohesion and coherence of the history curriculum which has impacted the progress made at Key Stage 3 with further work ongoing to strengthen local history across the curriculum.
- More effective assessment for learning in Key Stage 3 history, planning the response to assessments so they become learning opportunities which has had a notable effect on the quality of pupil's written work in history including the framing of their historical argument.
- Raised expectations and achievement at Key Stage 4 as a result of:
 - improvements in curriculum and assessment at Key Stage 3
 - identifying aspirational grades in collaboration with English and other subjects
 - boosting attendance at additional history revision classes by timetabling foundation subjects before core English each day after school for history and geography with the expectation students attend both sessions, which have had the cumulative impact of improving written answers in history.

Inspired by Heather Fern's *Pillars* the current five key priorities in history are:

- fostering a love for history
- understanding historical scholarship and argument
- knowing the process of historical enquiry
- strengthening knowledge retrieval
- building substantive and disciplinary knowledge
- improving literacy and historical literacy
- developing thinking skills
- teaching historical diversity.

Does Robert Clive deserve the title of hero?
How did different people view Robert Clive?

We are going to write like an historian when we answer our question today.
 The word bank below will provide suggestions of things to discuss in your extended writing task.

| | | | |
|---------------|--------------------|------------------|---------------------|
| Robert Clive | Indigenous people | Exploitative | Arcof & Chennai |
| heroic | East India Company | Famine of Bengal | Sabut Jung |
| villainous | Ruthless plunder | Nawab Siraj | Black Hole Calcutta |
| mismanagement | Interpretation | skilled soldier | Plessey |

P1- How and why is Robert Clive interpreted by some people? Who?
 P2- How and why is Robert Clive interpreted by other people? Who?

Challenge/Conclusion
 "Why have historians views about Robert Clive changed over time?"

These pillars can be seen in the good practice captured during the HIAS Key Stage 3 visit this year, revealing how the department actively ensures that its history Key Stage 3 provision supports pupils well in the following key areas. An example of a lesson during the visit that built disciplinary knowledge introduced students to a range of historical perspectives on Robert Clive and studied the reasons that historical interpretations on Clive have changed over time. Diversity is a theme that runs across Key Stage 3 including lessons on the diverse experience of medieval Jews in Winchester, adapted from the HIAS Licoricia Key Stage 3 materials.

Were Jews treated with respect in medieval Winchester?

| | |
|----------|--|
| Identify | Life in Winchester for the Jewish community |
| Describe | Examples of how minority groups were treated in Winchester in the 13 th Century |
| Explain | Important locations across Winchester which help to share Licoricia's story to visitors |
| Analyse | Were Jews treated with respect in medieval Winchester? |

I am Licoricia of Winchester. I was part of a small minority of Jewish people living in medieval England. The Jewish population of medieval England is estimated as a maximum of 5,000 out of the approximately 3 million people in England (less than 1%). It is likely that no more than 200 Jews lived in Winchester in the 13th Century.

Winchester was my home. To understand more about my story, living in a medieval minority, you need to know more about the medieval city where I lived and the relationship between Jews and their Christian neighbours, the king and the Church.

You are going to find out what the history of Winchester reveals to historians about the difficulties the Jewish community faced in the 100 years before they were forced out of England in 1290, some of which I lived through. The treatment of Jews in Winchester is a window into how medieval Jews were treated across Britain and Europe.

Homework Task and today's lesson to prep

2 week homework task
 Create a guide to Winchester to show visitors the importance of Licoricia's story. Choose 3-5 specific items or locations to focus your visit on.

The lesson PDF you will use today will also be on your FROG assignment to aid you with your homework task.

You can present your guide in any format- written, audio, video.

Remember in your guide to consider the significance of Licoricia, use some of the judgements we have explored in recent lessons. With each location, reveal what it tells us about how medieval Jews were treated.

| | | |
|--|--------------------------------------|---------------------|
| she is remembered today; | remarkable for her time; her actions | resulted in change; |
| her story is resonant with people's experiences today; | her story reveals medieval history | |

The team at University of Winchester involved in creating the trail link [Medieval Jewish Winchester - University of Winchester](#)

Depth of enjoyment and participation

The history department's vision for history pupils at Noadswood School is for them to study interesting, relevant historical enquiries that bring together disciplinary and substantive knowledge. The themes that thread through the curriculum bring relevance. For example, the understanding of the development of democracy and its importance in underpinning our way of life within our local, national and international community. Their curriculum strives to share history as advocated by Christine Counsell, as a *distinctive quest for truth*. As such they have endeavoured to engage pupils through motivating enquiries that hook pupils from the start, provoke questions and debate and inspire a thirst for more historical knowledge and foster a lifelong interest in history.

The outworking of this vision can be seen in the pupil responses during the student voice group interview by the history adviser. Pupils spoke about “*interesting topics*” and different fun activities in the lessons that make learning interesting like debates, videos and thinking activities. They found starter tasks helpful to get them ready for learning and quick-fire retrieval practice was helping them remember what they had learned. When asked about which historians they met within the history curriculum I was surprised and impressed they took this literally and spoke about how much they had enjoyed hearing from the local and national historians that had visited the school! They talked about people and historians having different perspectives on the topics they had studied and talked about understanding different points of view being important today. They appreciated that their views were sought and valued by history teachers during their history lessons.

The impact was also seen in the level of engagement of pupils in the lessons and the quality of work in pupils' books. Pupils were proud of the work in their books and showed commitment to their work whether engaged in a fun back-to-back blind source analysis with the help of a partner describing the source, planning an extended answer or involved in writing an extended answer during an assessment.

The department student voice had revealed that pupils found history hard but enjoyed history resulting in higher option numbers. Encouraging pupils to enjoy thinking hard about history is part of the department's ambitious approach to teaching the history curriculum. This has resulted in robust option numbers at GCSE.

Focus on development of high-quality teaching



The history leader supported by effective school leadership, has been able to foster a culture that has resulted in high quality history teaching across the department. This collaborative team is a place where the two early career teachers (ECTs) are flourishing, one of them receiving the Hampshire Education Flying Colours 2024 Award. There is a shared vision of the purpose of the history curriculum and the significance of the enquiries within it along with a shared vision of what effective pedagogy in teaching the different disciplinary aspects of the curriculum entails due to effective subject specific CPD and sharing of best practice across the department.

This has been complemented by the effective CPD organised by the school around key aspects of effective teaching and learning. Collaboration around writing and sharing curriculum resources has been key. The history leader has crucially introduced a framework of essentials when creating inclusive history teaching resources with the expectation that all teachers will teach using the central resources while allowing teachers the important flexibility to adapt resources further for the needs of their classes.

This framework includes the following essentials:

- lessons must have a history **thinking activity to engage** pupils as they arrive around **literacy or knowledge retrieval**, using **cold call** questions rather than hands up to support one another by making sure *we all know*
- the sequence of learning must have a **second-order, conceptual focus** and use the dual coding for this disciplinary concept. It needs to be introduced early on in the lesson along with how this will be addressed in the lesson so the concepts and criteria of a historian are explicit
- make curriculum **links to career opportunities and other subjects** explicit such as Jenner's vaccination and the science curriculum and medical careers seen during the Covid period
- there must be opportunities to **think hard**, for example, **analysing** what can we derive from it, what **patterns** we can see, how we can criticise, extend, prioritise
- the learning must help to answer the overarching enquiry question.

These features were seen in the learning walks undertaken along with hinge questions that checked pupils' knowledge and understanding of the learning so far in a lesson in order to inform adaptive teaching approaches.

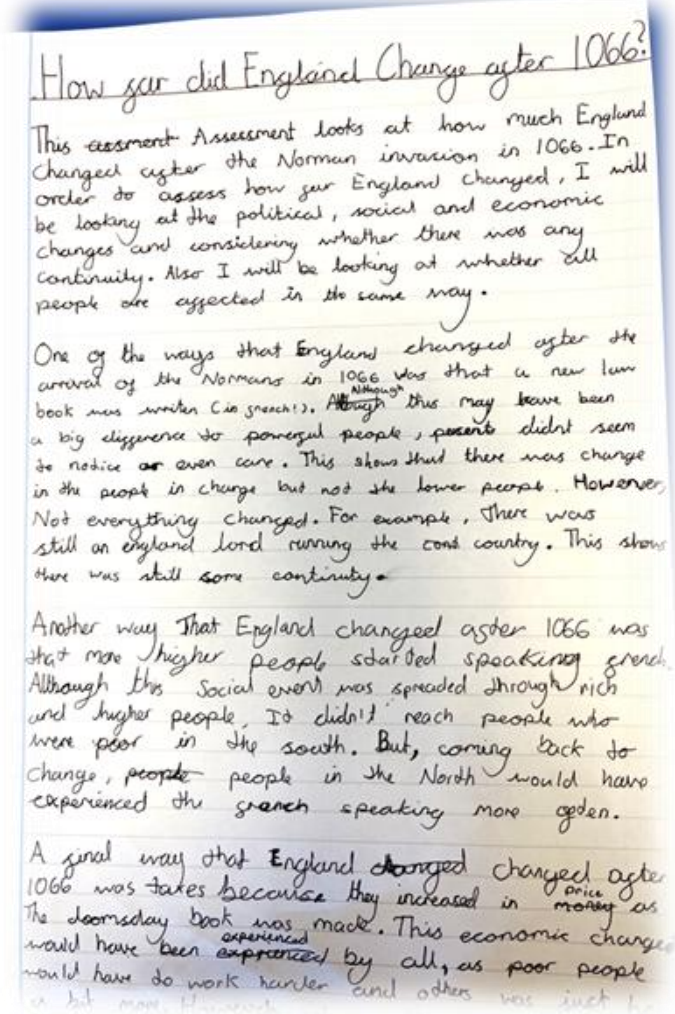
Building on Key Stage 2 experiences; knowledge, understanding and skills and laying the foundations of Key Stage 4 knowledge

The history leader and department have built intentionally on the Key Stage 2 National Curriculum. Meetings with some of the local feeder schools have been used to discuss the academic history curriculum in terms of what knowledge would be built across Key Stage 2 and Key Stage 3. The first enquiry in Year 7 is centred around building on the chronological knowledge gained in the Key Stage 2 curriculum on the ancient world and its civilisations in teaching significance of the ancient Silk Roads in connecting the ancient world, deepening pupil's knowledge on the impact of the Roman Empire on Britain through the theme of living conditions and public health and later history through the lens of local history, such as the Anglo-Saxon finds under the Saints football ground.

Each year of the history curriculum at Noadswood School lays foundational knowledge needed for future learning in history. Topics like the Elizabethan era within the Tudor period and the Reformation, living conditions in Roman and Industrial periods and Weimar Germany have been chosen because they relate directly to the GCSE topics. Curricular themes centred around substantive concepts such as power and authority, looking at the development of democracy is relevant across a number of GCSE topics. In addition, the department sees that embedding and growing knowledge of how a historian thinks and writes about second order concepts and historical sources to write accounts is just as important in preparing children to tackle the demands of the history GCSE along with developing a sense of period and chronology. Finally, developing the ability to write extended explanation and argument using the language of analysis is crucial for Key Stage 4 and Key Stage 5.

Using assessment enables pupils to understand their strengths and next stages and encourages their self-reflection

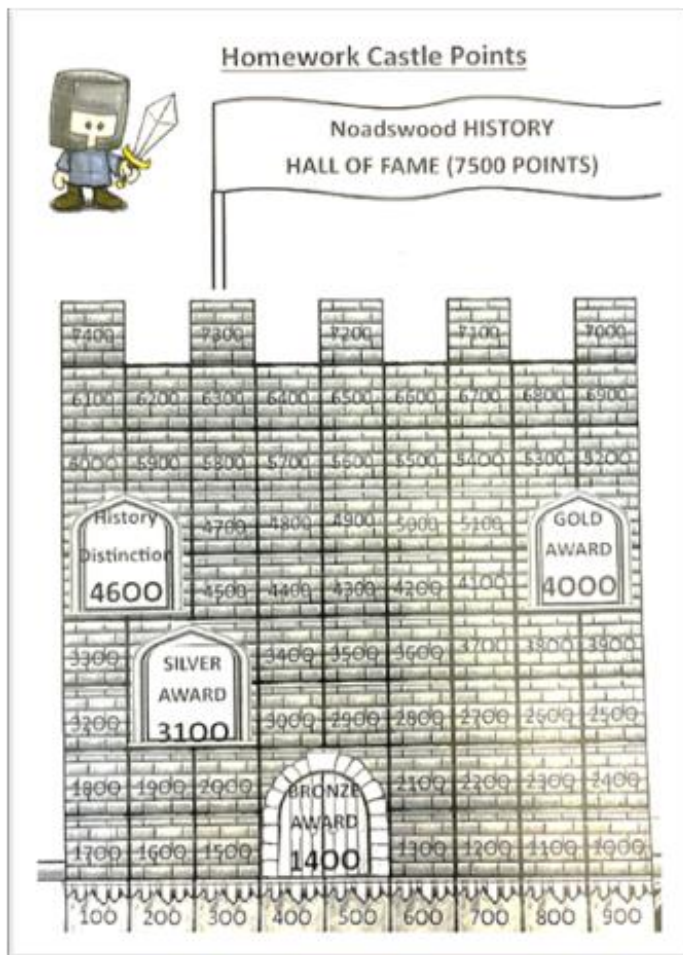
Noadswood School's Key Stage 3 assessments are not linked to GCSE questions as they understand their limitations as formative assessment so instead they use a mixed economy of assessments which is in line with current thinking on best practice. There are three main assessments each year in the form of essays that relate to the enquiry question that drives the sequence of learning. These are seen as the formal, in depth assessments with two shorter written enquiry outcomes, for example, writing to a historian, meaning there is an assessment each half term.



Technical terminology and historical language is expected and prompted. Noadswood School's headteacher and history line leader, noted that a key area of successful development over the last few years has been in the area of assessment for learning. *"They go back and reteach, where answers were not so strong"* commented one pupil.

During the visit, a Year 7 in depth assessment was observed where pupils were asked the question, *How far did England change after 1066?* The disciplinary focus was the second order concepts of change and continuity. It required pupils to consider the extent of political, social and economic changes for different groups in society after the arrival of the Normans and write discursively. The pupils would also, therefore need substantive knowledge of the changes from Saxon society under the Normans and their relative impact on different groups. The pupil's spoken to were confident in their writing and proud to show me their extended answers. As this was early in Year 7 they had been supported to be successful with teacher modelling and a writing guide that prompted pupils with a possible sentence starter and success criteria for each paragraph. Key language such as change and continuity, Saxon and Norman, lords and peasants, forest laws and Harrying of the North, social and economic, were prompted in the key spellings box. Using the assessments as learning opportunities to implement feedback has resulted in a noticeable improvement in pupils' ability to frame extended writing and build supported argument.

Core knowledge that is deemed *need to know* is assessed at Noadswood School through a combination of in-depth retrieval tasks and spot checks so that gaps and misconceptions can be addressed. This aligns with recent research published in the Ofsted research review series on history (2021)². According to the review, these essay tasks are *"a powerful learning tool: they require pupils to connect and transform knowledge to form arguments. This develops pupils' substantive knowledge of a period but also their disciplinary knowledge of how arguments are constructed and communicated."*



However, as a form of formative assessment they are very complex because they are a composite task that draws, directly and indirectly, on pupils' knowledge of a very wide range of substantive and disciplinary components of knowledge. This means that according to the review series, *"it can be very difficult, to unpick the relative role of disciplinary knowledge, substantive knowledge of the immediate topic and wider contextual knowledge in the quality of a pupils' response"*, making it *"much more difficult to draw valid inferences."* Therefore, the review recommends that these assessments, *"might be most effective when balanced with a range of other assessment approaches."*

The Hampshire age related expectations are used as a benchmark to consider the disciplinary knowledge pupils need to learn within the history curriculum and help to inform the assessment marking feedback. The workload of teachers is reduced with prepopulated feedback mark sheets that teachers can tick as appropriate for each child, for example, the need to use the terms change and continuity, or explain how changes affected people differently.

Key Stage 3 pupils are not given assessment grades so that the focus is on meeting the criteria for a high-quality piece of work. Pupils are graded as Approaching, Extended, Extended + or Greater Depth during the three data drops per annum in line with school policy. Pupils' assessment for learning (AfL) folders help track progress on assessments and progress points are awarded for homework so that pupils can see that with each piece of work on new topics they are making progress. Homework is recorded on a motivating castle named the Noadswood School Hall of Fame as pupils climb from a bronze award to distinction, reflecting the building blocks of knowledge they are gaining, an idea shared at a previous Hampshire History Conference that has been embedded into practice and is still working well.

Acknowledging pastoral needs

The history department care about the children they teach and understand that they are children and young people who are learning to manage their emotions and need to be allowed to make mistakes and learn from them. As subject teachers they have adopted the whole school restorative approach to behaviour management to ensure that children are given support in repairing relationships and change their behaviour positively. If a child did not get behaviour right, instead of detentions, pupils are expected to attend a restorative conversation, also allowing time to complete tasks missed with support. This helps to ensure that children struggling to regulate their behaviour do not fall behind and can strengthen their relationship with their teacher. If they continue *not getting it right* this escalates to a restorative with the head of department and eventually with senior leadership team (SLT) for a learning reset. Praise is also used as a motivator. A Year 8 history pupil who was being supported in regulating his behaviour showed me a postcard he had received that day for *getting it very right* during his history lesson earlier in the day.

Focus on the needs of disadvantaged pupils including those with additional needs

Noadswood School history team have carefully planned the lessons so that they are inclusive throughout. There is a clear layout for teaching PowerPoint slides that chunk information, so pupils are not overwhelmed, cognitive load is supported by a clear minimal timeline of when events occur within other related events, tasks appear in a simple three part flow diagram, and dual coding is used to good effect to make revisited disciplinary concepts more easily recognisable. Key terms are explored, thinking and writing is scaffolded. When attendance is low, catch-up sessions are arranged with parents. While these remain optional, there is a good take-up for missed assessment work which is supporting pupils to catch up. These sessions create an opportunity to provide one-to-one support for the child to prevent underachievement. The department has been pleased with the positive feedback from parents who have called to thank members of the history department for going *above and beyond* for their children.

Differentiating between what pupils *need to know* and what would be *neat to know* with history teachers and pupils, helps the teachers to emphasise, revisit and assess the learning that needs to be remembered. These are linked to the department takeaways for each key substantive concept/theme revisited each year. They are used in particular for students who have missed lessons due to many varied attendance issues. A member of the history team has been working on a new online school programme to support students who are absent for various reasons, contributing further to the school wide initiative to support young people and their families at Noadswood School.

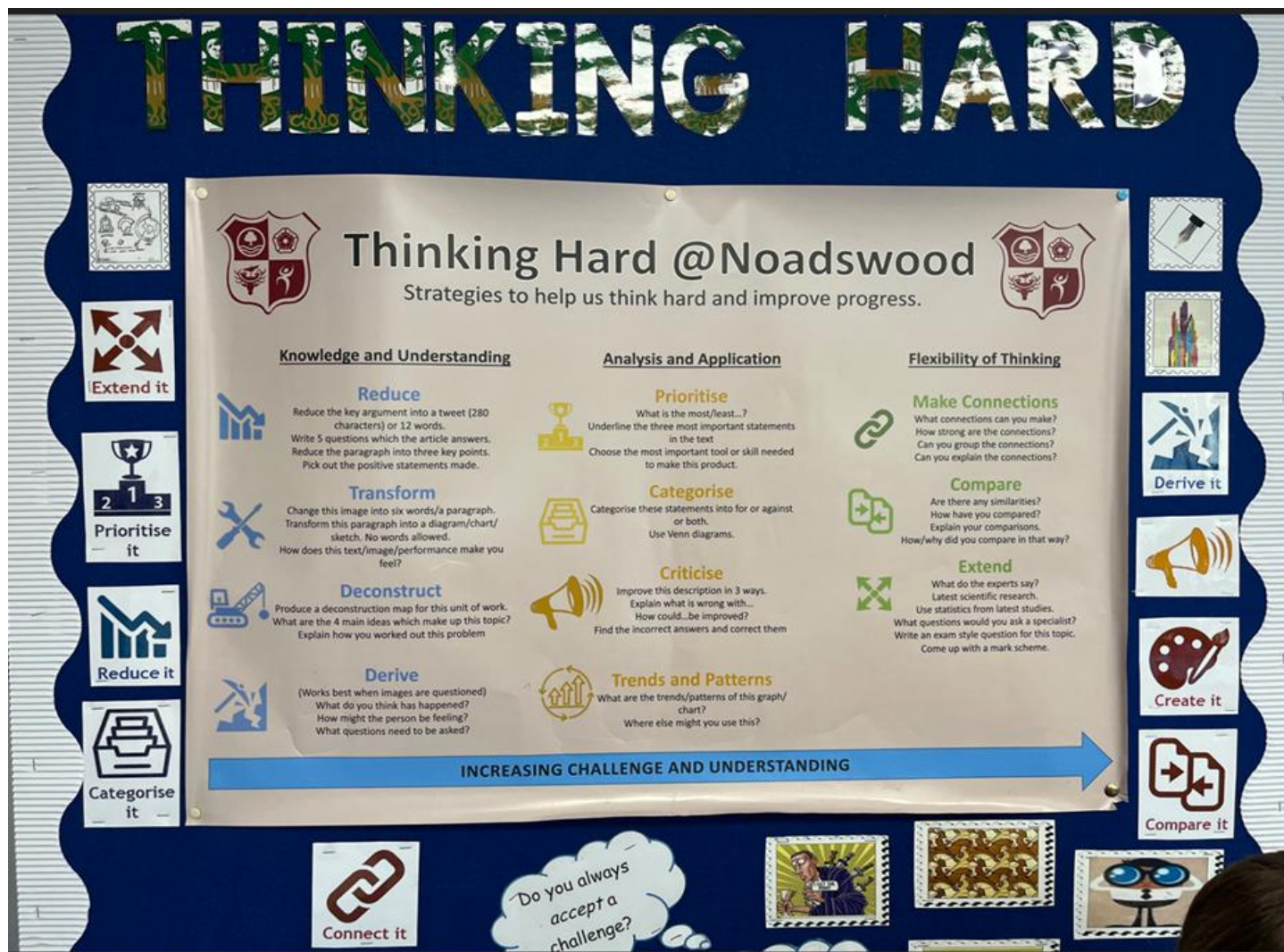
According to the history leaders, staff discussions with special educational needs and disabilities (SEND) pupils using their individual learning plans (ILPs), enables teachers to 'respond to pupils as individuals' by removing barriers to learning and identifying helpful strategies so they can get *straight down to learning*. Where needs are greater and more complex, pupils are placed in smaller nurture groups whenever possible to enable history specialists to provide a higher degree of support. The history leader spoke of the significant progress seen in previous nurture groups where there is a maximum of 16 pupils, including at Key Stage 4 where for example a pupil given a Fischer Family Trust (FFT) target of Grade 1 achieved a 4 while another targeted a 3 achieved Grade 7.

The history curriculum deliberately builds cultural capital through each new context in history, linking the history of Britain to global, local and recent history. Images and rich academic reading help to world build and expose pupils to unfamiliar concepts and terms. Site visits, expert visitors and exposure to historical scholarship increases pupils' knowledge and helps to close the knowledge and word gaps for disadvantaged pupils.

To support history teachers in meeting the needs of different pupil groups, ILPs and education health and care plans (EHCPs) are colour coded in the school system, progress reviews, book checks and literacy are standing items in department meetings which have a different focus such as special education needs and disability (SEND), pupil premium (PP), higher prior attainers (HPA).

Addressing the needs of those pupils who are high attaining

The history teachers at Noadswood School are ambitious for all their pupils and scaffold thinking, talking and writing so that all children can participate in the more challenging work and discussion. All lessons build towards analytical outcomes.



Thinking Hard History: *imagine you are a historian investigating the impact of the Norman conquest after 1066:*

1. What types of historical accounts would you use to research this historical period?
2. Why is all evidence valuable even if it is very biased (one-sided)?
3. What might make it difficult for historians when researching this period?

However, the history team intentionally include whole school strategies that provide opportunities to think hard with higher attaining pupils in mind. At Noadswood School increasing challenge means tasks and questions that require pupils to reduce, transform, deconstruct and derive knowledge and understanding; prioritise, categorise, criticise, spot trends and patterns in their analysis and application of knowledge; show

flexibility of thinking by making connections, comparing and extending in their answers.

In a Year 8 lesson adapted from Dan Warner-Meanwell (2020), students investigate how far the actions of Kitty Marion and the Suffragettes support historian Fern Riddell's argument that the Suffragettes were terrorists, pupils are asked to:

- 1 summarise each action, giving details
- 2 highlight the thermometer and phrase that best describes the scale of support (eg strongly/partially supports) and for challenge
- 3 explain what Riddles means by *we allow for men to be terrorists while thinking women cannot be* and why people might agree.

The thermometer and scale phrases along with modelling around the actions of Pankhurst all scaffold and support higher level, analytical thinking and the use of analytical language in written explanation. One of the current development priorities for the department is converting more high prior attainment into 8s and 9s at GCSE.

Linking to the clear promotion of literacy and the extent to which disciplinary literacy is actively developed

The department have taken on board current advice from English teacher and author Alex Quigley to include quality reading with

How did the Silk Road Empire grow?

| Key Term for this Unit | The definition (meaning) of this word |
|------------------------|--|
| Trade | A Resource is something that can be used for a purpose. For example, tools and materials such as iron are resources. ✓ |
| Region | The Silk Road was a network of trade routes which connected the East and West of the ancient world. ✓ |
| Empire | The action of exchanging goods and services with other people. ✓ |
| Diplomacy | Countries discussing arguments peacefully to try and avoid going to war. ✓ |
| Military | A specific geographical area of a country or empire. ✓ |
| Silk Road | Countries or empires meeting with each other, talking to one another or trading. ✓ |
| Resources | A group of countries ruled over by another country or ruler. ✓ |
| Interaction | Having to do with war or soldiers and armies. ✓ |

demanding texts including technical language to help close the word gap, introducing pupils to rich academic language in meaningful contexts. This practice in line with the high profile reading is given by the school noted in the 2022 Ofsted report. The department have adopted reading strategies when using complex texts in the classroom with the aim as Mary Myatt suggests, of repositioning 'poorer' readers into *good readers*. These include reading aloud with the class; reading with peers; re-reading; exploding language that is central to the learning, like *squalor* using the Freyer model; think, pair, share, to explore ideas.

History of Christianity

Peter Frankopan (The Silk Road)

Mary Beard (The Silk Road)

Key Words

Task 1: Highlight words that you do not know in the text and then copy or write them in the space below.

Task 2: Design these titles to the appropriate paragraphs:

Learning key terminology is required across the school curriculum which has helped to impact literacy. In the student voice group pupils referred to seeing key terms *many times*, for example at the start of the lesson, in homework where they are expected to learn the spellings and meanings, in year in mid-term assessments and written assessments. *Revision for them helps me to learn* commented one pupil.

The pupils were confident in using academic language when talking about their recent and previous learning. For example, a Year 9 pupil shared his interest in learning how, *alliances, militarism and nationalism* had led to World War I. A GCSE pupil noted that this continued in GCSE where they needed to learn the difference between the deserving and underserving poor according to Elizabethan definitions which had helped him sustain reasoning.

Most of the time in lessons is spent on evidencing argument or categorising, summarising and analysing information rather than gathering information to allow more time for analytical thinking and written explanation. This supports the development of knowledge and skills needed for extended writing in history. Analytical language taught is linked to the disciplinary focus and criteria around the second-order concept of the learning sequence to develop disciplinary literacy. Writing frames and teacher modelling support students in raising the quality of written answers.

Acknowledging the place and potential use of homework/extended study

Pre-planned and resourced department homework is set fortnightly at Key Stage 3 by all teachers. They are carefully designed to consolidate and deepen knowledge of history and provide an opportunity to be creative. The overlearning of key term spellings and definitions, creating a timeline to sure up chronology, reading and questions on the *story, source, scholarship* overviews, knowledge retrieval, summarising interpretations, creating a time traveller's guide are examples of the types of the three to four pieces of homework set on each topic. Parents and guardians are encouraged to support learning with a postcard homework. The trusted adult is provided with questions to ask their child with space to record what the child can remember and explain.

This raises the profile of knowledge retrieval and provides useful information on the curriculum knowledge that *sticks* or does not. Homework booklets continue at Key Stage 4 which also include practice questions which the pupils explained *are always marked*.

Acknowledging the place of career information and guidance within the subject

The history teachers at Noadswood School are conscious of the need to help pupils to understand the value and application of history in careers. History is presented as a 'live' subject. Each unit is brought up to date so that pupils understand its relevance to the present, for example the global impact and legacy of the ancient Silk Roads and the *new* Silk Roads today. Links are made with other subjects such as pathology and medicine in science when teaching living conditions, public health and medicine at Key Stage 3. The local relevance of history is emphasised, for example inviting local veterans to speak on the symbolism of the Falklands. Local historians have visited the school to talk about how historians use sources from archives to explore and construct their accounts, finding forgotten facts. The history department have welcomed actors, presenters, writers, historians and archaeologists, either in school or online presenting to students. This student voice group was the first to mention archives when asked what a historian does in my visits to Hampshire schools. Real historians are woven throughout the history curriculum at Noadswood School and their pictures can be seen on classroom walls.

Pupils learn that historical perspectives are varied and changing. One Year 8 lesson adapted from www.historyresourcecupboard.co.uk on historian Trevor Roper, challenges his interpretation that African history did not start until the Europeans came using the work of more modern historians.



Contributing to curriculum enrichment

In addition to the above, the history department have historians as year leaders who contribute to wider curriculum enrichment, for example leading assemblies on Remembrance Day and Holocaust Memorial Day. Everyone in the department shares, and values an ethos of enrichment hence many varied extra-curricular opportunities supported by the whole team.

Subject leadership around effective Key Stage 3 supported through subject line management and subject specific staff CPD

The history lead is responsible for the Key Stage 3 and Key Stage 4 curriculum. Cyclical quality assurance visits are designed to support subject leadership at the school.

A lead practitioner was able to join the good practice learning walks and student voice as part of their planned quality assurance visit this year. Helpful school proformas supported the lead practitioner and line manager in gathering evidence on where history were implementing school priorities on improving teaching and learning, such as supporting student responses with formative feedback and inviting them to, say *it better* and rehearsing routines. Discussions on when and how strengths and improvements would be shared and progress reviewed were scaffolded. The history lead commented on the helpful support of the history line lead and appreciated the time given to the department when making significant changes to the history curriculum. Some members of the department had been able to attend subject specific history training and spoke of the impact that it had had on transforming the curriculum, subject specific teaching practice and subject leadership. The department lead wanted to acknowledge the work and teaching resources of the History Resource Cupboard and HIAS history in making their Key Stage 3 curriculum so successful.

Lessons learned

The key message the history leader would pass onto new history leaders was *“don’t try to do everything, tackle one thing, feed it through and make sure it is embedded and successful, then move on.”* Great advice for any department lead looking to improve the subject provision at Key Stage 3 or 4. The history lead shared that each year the department prioritises one improvement concerning admin, one thing on teaching and learning. For example, in terms of admin they created more organised digital shared folders in the past and this year pre-planned and resourced meaningful cover lessons linked to the curriculum which impacted the quality of learning and behaviour whilst improving workload. They had prioritised improving the consistency of quality assessment and feedback to improve teaching and learning.

Summary

In summary, the department identified the key to success at Key Stage 3 as:

- a shared vision and policies including a consistent knowledge of what good history teaching looks like
- building disciplinary knowledge through the second order concepts
- high expectations encouraging and supporting hard thinking and rich reading. Pupils appreciate being given *grown up texts*. In student voice, children describe history as *hard, but they enjoy it*
- enriching the history curriculum with visitors including historians, writers of historical fiction, trips including the history festival which has raised the profile of history in school and relevance of the subject
- a strong focus on literacy: putting terms into context, try using it in a sentence, scaffolding writing

- strong systems: meaningful homework, pre-resourced cover lessons, regular knowledge retrieval
- strong culture around passion for learning and knowledge building
- subject specific based training.

The adviser would add that experienced subject leadership, working with a stable, passionate group of strong specialist history teachers in shared physical spaces (such as the history corridor of neighbouring classrooms and a shared history office), with the support of effective school leadership has led to a Key Stage 3 history curriculum where children can thrive and build strong foundations for future learning in history.

Sarah Herrity

Teaching and Learning Adviser (Secondary History), HIAS

References

- 1 <https://files.ofsted.gov.uk/v1/file/50200198>
- 2 www.gov.uk/government/publications/research-review-series-history/research-review-series-history

“If you want me to remember, make me care about it first!”

Do you ever get the feeling that it is no longer fashionable for students to enjoy themselves? In the head-long pursuit of grades some of us might feel we are losing sight of why we became history teachers in the first place. It is often a challenge in education at present to shake off the creeping feeling that *good* history cannot be engaging and that engaging lessons cannot deliver good history. Cognitive science reigns supreme and knowledge is power. Actually, knowledge is power and we absolutely want our students to make changes to their long-term memories. We want students entering exam halls with solid, usable and flexible knowledge but maybe, just maybe, we can also enjoy the process too!

I would like to argue in this short article that a key component of a vibrant learning environment is the skill of making students care in the first place. In the words of Dr Ian Luff, an engaging history classroom requires true mixed economy. As history educators we need to have a toolkit of techniques that we can incorporate into our lessons. Not as *nice little activities* but as integral parts of broader, well-crafted enquiries. What follows are some quick (and a couple of lengthier) ideas for building this mixed economy in the classroom. The aim is to reinvigorate our classrooms with a sense of fun because, as one student once remarked; *if you want me to remember it, make me care about it first!*

Interviewing objects

Years ago, in his classic work, the *Teacher's toolkit*, the late, great Paul Ginnis argued for the use of teacher in role activities as a method of developing questioning skills. Want students to understand the changing nature of the campaign for women's suffrage? Ask them to write interview questions to ask members of the movement at different phases of the campaign. How is the peaceful Suffragist different to the Suffragette (and why 1911 is a key date in explaining this change). What happens after

1914? Now, let's take that idea and extend it to students interviewing objects. The History Centre has a wide range of items that can be borrowed to allow students to get *hands on* with historical material. Why not do some research and then ask students to interview the object, with you being its voice? Moreover, simple *joke* items can be used. To keep the Suffrage theme going, many toy shops sell rubber bricks that could tell some stories if they could talk! Or maybe it is a brick from Hardwick Hall or the Andover Workhouse. I have a cavalry sabre that definitely saw action at Peterloo...definitely.

Practical demonstrations

Dr Ian Luff has long been the champion of the practical demonstration. Luff argues that they can be used to do everything from illustrate difficult concepts all the way through to how full class re-enactments can be employed to prepare students for explanatory writing about second order concepts.

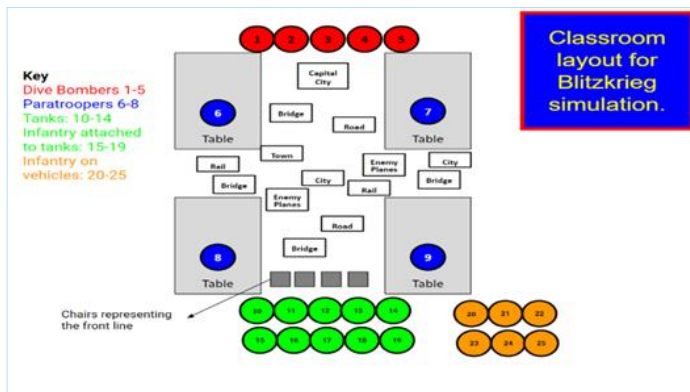
“Not only did students find the activities memorable as well as motivational, but they proved to be highly effective in unlocking the difficult historical concepts and contexts without initially depending upon the lengthy oral or written explanations that some students can find so off-putting.”

Dr Ian Luff

For example, if we are teaching the Cold War and wish to illustrate mutually assured destruction then the following idea can be used (stolen, I believe from Paul Barrett). Divide the class in half and have them face each other across the room. Give each student a paper ball that represents an intercontinental ballistic missile (ICBM). Explain the idea of parabolic arcs and long range radar (like the US DEW line in the arctic). Give one student the nod to launch and

then watch as others see the incoming missile and launch their counter strikes.

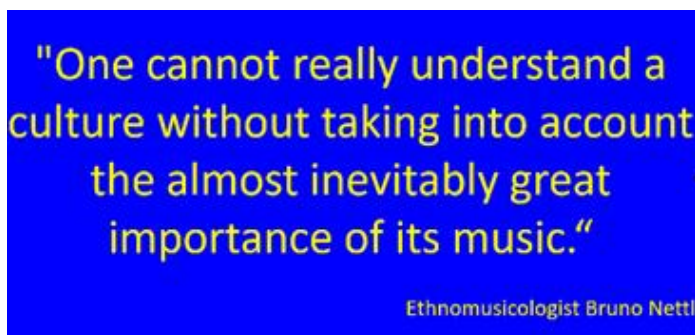
Teaching the English Civil War? Why not explain to a small group how to load and fire a flint lock musket? Spit the lead ball down the barrel, bang the gun on the ground. Load the gunpowder down the barrel, bang it on the ground. Add the wading. Bang on the ground. Then aim and fire and repeat. However, beforehand brief a few students to wait a few repetitions and then fall to the ground screaming and begging for help. How many students can keep calm and keep firing in the midst of the chaos?



Ian Luff also expounds the benefits of whole class re-enactments. Having the class take sides in the Battle of Hastings, with the teacher as both narrator and William of Normandy can lead to some wonderful causal writing on the reasons for Norman victory. I have also, for several years run a whole class re-enactment of Blitzkrieg during the Nazi invasion of Poland. If anyone would like these then please email me and I'll send you the lesson.

Songs and lyrics

Finally, songs and lyrics can be used to explore historical interpretations and unpick how we might engage with the work of archivists.



History is littered with songs that provide insight into historical events. Many of us will have taught the Windrush and used the clip of Lord Kitchener singing *Calypso London is the place for me*. Why not ask students to re-write the song to more accurately reflect the lived experience of Caribbean migrants in the 40s and 50s? For WWI the trench song *Hanging on the old barbed wire* allows us to explore infantry attitudes towards higher ranks. Bob Dylan's *Masters of war* will allow us to explore the threat of nuclear war. The folk singer Rev Hammer has an entire concept album built around the English Civil War. Steve Earle's *Dixieland* will tell the story of Irish migrants recruited into the Union army and fighting at the Battle of Gettysburg. Even without interpretive work, music can be used to build atmosphere. *Medieval plainsong* goes really well with work on the Medieval Church, for example.

I have a fully worked through enquiry for the bombing of Birkenhead in World War II, freely available to anyone who contacts me. This includes students analysing song lyrics from the song *Trumpets of Jericho* by Ronan MacManus.



This song details his fathers' recollections of the bombing of his street and the impact it had on the local characters. The enquiry then moves on to examine the research done by a local archivist into the people mentioned in the song before asking students to conclude whether Ronan did his homework? When teaching the enquiry at Harrow Way Community School, students who may otherwise have been reluctant to write about the utility of a source were motivated to write at length due to the motivating enquiry revealing the interesting personal story of Ronan's father and the artistic licence used in an otherwise accurate portrayal in the song, as the following student's answer shows.

08-03-24 How useful is the source for an enquiry about the impact of WW2 on England?

The source is useful to some extent.

The source is useful because the song was written by Ross and Ronan McManus.

Ross was an eyewitness as a child of the bombing of Cathcart Street. Ronan and

Ross's job was to entertain not to be 100% accurate although it is partially

accurate. The source is useful because it tells true things about the people

that were mentioned that they all had families and bright futures but it was

took from them from the war. 2 of the people William McLaughlin and Eric

Joseph McGuigan joined the royal Navy and tried to take part in the war

effort. The first boy that was mentioned in the song was Billy Casanagh

died tragically by a parachute mine at only 15 years old. He was one of 283 people

who died in the Birkenhead Blitz. He actually died 3 days later after the bombings

not actually dead outside his door. Billy's dad also died in the same explosion.

The last real person mentioned in the song John Mahoney died in WW1

but we have no record of his death but he worked on the Mersey tunnel

excavation. The source is also useful because it matches my knowledge with the

British cities bombed by the Germans in the Blitz. But overall the song

is very useful because it's relevant because the theme of the song is Ross's

interpretation and what he saw in the war and the bombing that took place.

But it's still partially accurate and you can still see the ink. But it's

very interesting on someone's experience of the events that took place in

WW2

EXTRA
STAMP

① Does this inaccuracy impact on source usefulness?

Partially no because a lot of it tells the truth or is a summary over what

In conclusion, knowledge is powerful and desirable. Students need to know the stuff of history. But how they acquire and work with that stuff is limited only by our imaginations.

Neil Bates

Lead Practitioner, Harrow Way Community School

A knowledge rich GCSE or cognitive overload – getting the balance right

Moving to GCSE work booklets at The Wavell School

Our school and department target is to reduce the attainment gap and improve progress for all, particularly with pupil premium (PP) and students with SEN. Having attended a lot of webinars, the advice from the schools with the most successful outcomes is that being too knowledge rich can hinder retention and also understanding. The latest cognitive science is driving teachers to give more thought to cognitive load and building a web or schema of knowledge in the long-term memory and has led me to do further research into how we present GCSE knowledge to The Wavell School's history students. One solution being used by schools is to use booklets that contain structured information in manageable chunks. This allows the students to engage with the key knowledge rather than collect it.

Rationale for introducing GCSE history work booklets

My rationale for introducing these history booklets with students at The Wavell School is firstly, to reduce cognitive load and improve results for all by making the work more accessible for the lower prior attaining (LPA)/ SEN students. They will also support the PP students by making it easier for them to see and learn the key takeaway facts. Currently, we have so much paper at GCSE (books, sheets, textbooks) than demands on gluing in, which means some students struggle with organisation, adding to their cognitive load. With booklets, students will not have to write the learning objectives expected in our lessons, as the smaller enquiry question driving the lesson will be included as a title to highlight along with space to record the date.

Another part of the rationale is to increase the intervention time available in the lesson with the removal of so much note making during the previous information collection tasks, which will allow more *adaptive teaching methods*. As absence has also been a post-Covid issue in most schools, a booklet which already contains key knowledge makes it easier to spot gaps in student learning and easier to fill the knowledge gaps with students. I am also working with our local sixth form to increase the take up at A Level, with many students not taking it due to the perceived difficulty. Finally, I wanted to support my team by reducing their planning time and also photocopying time.

As this rationale feeds into a whole school target and is research led, I was given support to do this and will be able to feedback my findings through curriculum.

Getting started with research

I visited Owain Hoskins, Head of History at Brookfield Community School, and Alicia Binding, Head of History at Calthorpe Park School (now Assistant Headteacher at Ash Manor School). Both schools get excellent history results and as Owain has shared before a positive P8 score for PP/SEN. Having spoken to them at network events, they both suggested the use of booklets is a key factor for success. I was curious to see how they were used during the lesson: did they improve the quality of teaching and learning; how were they used in an engaging way in lessons (we had only previously used booklets during lockdown or with non-attenders); how were they being used as a teaching tool to challenge students, rather than a way to get students to just complete work. I have seen booklets used in other subjects where they were not used well as they did not allow for challenge and or intervention. I had used my Year 11 gain time in the summer to make these visits to limit the need for cover.

Key takeaways from the visits and training sessions

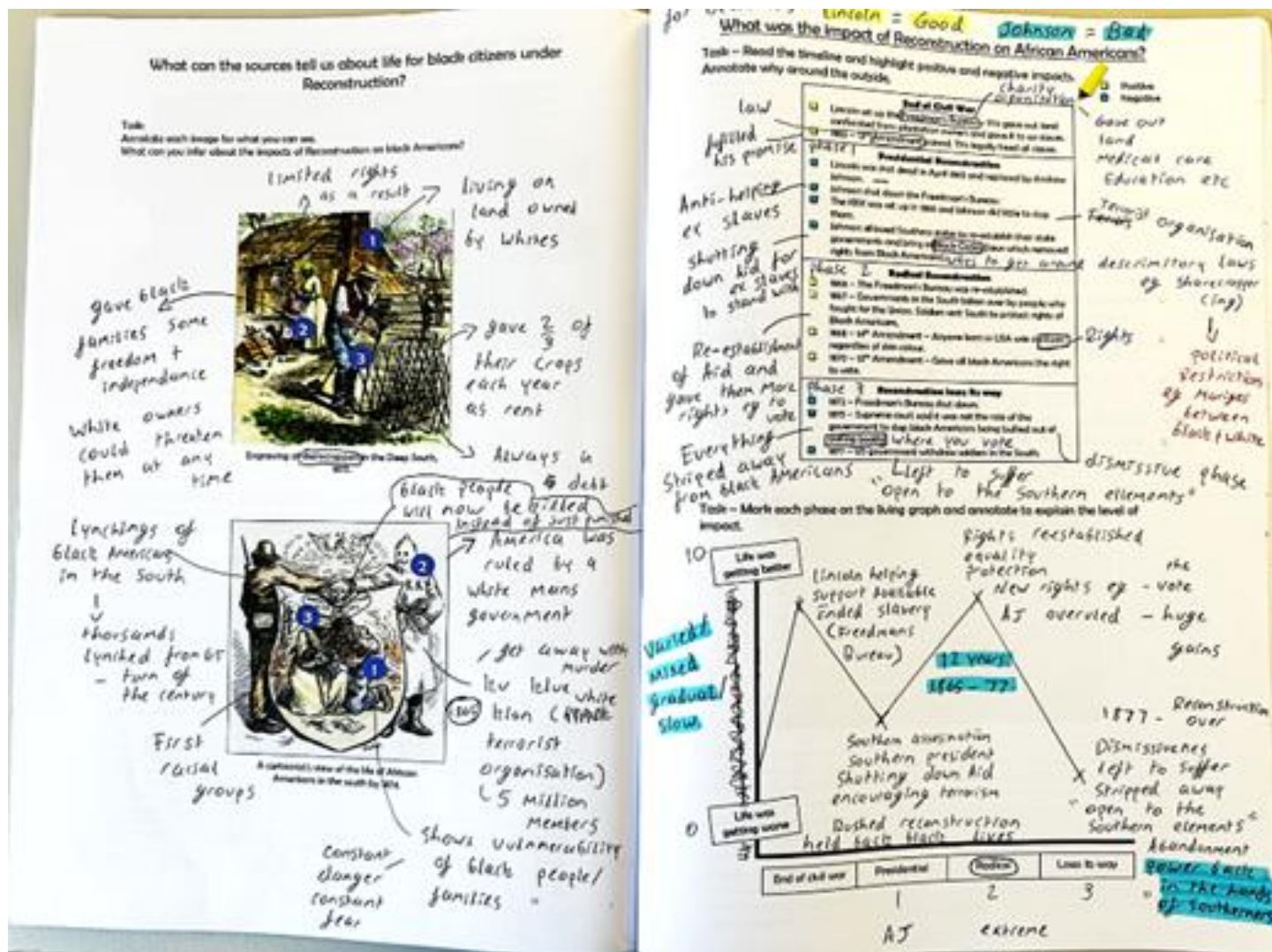
- You can use booklets to support and improve outcomes for all including LPA/SEN/PP
- You can provide challenge for all by *teaching to the top*.
- You can be adaptive in teaching whilst using the booklets.
- The booklets do not have to be a fixed resource, limiting what you can do. You can be flexible with their use.
- Feedback from all students was that they much preferred it and made it easier to learn.

- Have a separate exam technique/assessment book.
- You can still have different *do now* tasks.
- Do not be too rigid, eg *do now* recall tasks went into the assessment books after HPA students, especially girls, were wanting more room!

I also put this together with educational research on working memory, cognitive load and building a memory web (my NPQ has also been helpful) as well as the advice from HIAS and the Historical Association.

What did the booklets look like?

Example pages of a GCSE work booklet at Brookfield School shared at the History Network.



1861 - 1865 How for did the Civil War really change America?


Did Civil War life:

| | Slashed Rights | No Rights |
|------------------|--|---|
| Jobs | Black workers could get jobs, however, they often did not get equal pay. Black workers could not be in charge of white workers. A few black Americans got professional jobs (for example, lawyers, doctors). | Most black Americans were slaves. They could not get jobs of any money. A few free black Americans could get work, but it was very hard. |
| Housing | Most black Americans lived in poorer areas of cities, with high rents. A handful of professional black Americans had better living conditions. | Plantation housing was small and cramped. Diseases spread easily and medical care was non-existent. |
| Education | Most schools were segregated (separate for black and white students) but black students had access to basic education. There were a few universities for black students but they struggled to get jobs after school. | In most Southern states it was illegal for black Americans to learn to read or write. |


Tasks: Read the table above. Now summarise the key differences between the North and the South. Make sure you use specific details, refer to difference and similarities.

Task: Fill in the table using the sources on the next page.


| | Life improved during the Civil War | Life did not improve during the Civil War |
|---------------------------------|--|--|
| Emancipation War 1861-62 | 100,000 slaves in the Sea Islands were freed, set up a new town called Mitchellville . led to thousands of volunteers. | There was a lot of opposition to having black regiments. Freed slaves were not allowed to fight. Instead they had to work for the army or digging ditches. |
| Harriet Tubman | 54th Massachusetts became the first black regiment - 3,200 joined after women worked for army as cooks and nurses. | Black soldiers received lower wages than white soldiers. 57 difference. |
| Total War 1863-65 | 1864 soldiers fought and won the right for equal pay. volunteers fought slaves how to read and write. 100,000 learnt to read and write. They would not be returned to slavery. | Black soldiers received lower wages than white soldiers. 57 difference. Black soldiers were not allowed to be officers. white people protested against Emancipation. Proclamation and Constitutional Amendments. People did not want to fight for former slaves. |




FREDERICK DOUGLASS
In 1845, the 24th Massachusetts Coloured Regiment became the first Northern black regiment. 31,000 Northern black men joined the Union army. But there was a lot of opposition to having black regiments.




Between 1861-62 freed slaves in the North and escaped slaves from the South were not allowed to fight in the army at first. Instead they had to work for the army. For example digging ditches.



Many black women supported the Union army by working as cooks or nurses. After 1863, black soldiers were not allowed to be officers and did not get the same pay as white soldiers. By late 1864, black soldiers fought for and won the right for equal pay in the army.



Volunteers to fight slaves how to read and write. Over 100,000 had learnt by 1865. This was known as the Sea Island Experiment.



On 1 January 1863 Lincoln issued the Emancipation Proclamation which made all slaves free. But this would not be a full Constitutional Amendment until the war was over. In 1863 the Emancipation Act was also passed where all men had to join the Union army. This led to a day not as some white Americans did not want to fight for former slaves.

Recreate this over simple statement about the experience of African Americans during the Civil War. 1861-65

During the Civil War the daily lives of African Americans changed in many ways.

I think that people would say paradoxically slaves were better off during an plantation as they were protected property and would not be killed. However I believe that the freedom of being able to fight and taught how to read and write by volunteers (1863-65) is a massive improvement to the lives of black Americans and that Lincoln's Emancipation Proclamation and that Lincoln's Emancipation Proclamation turned over some of the title for these Americans and made them seem to be human and the 32,000 & civil war shows improvements to rights of black.

Example pages from a GCSE work booklet shared during a visit to Calthorpe Park School.

How did the Nazis try to control German youth?

The Nazis believed boys and girls were vital to the future of Germany and Nazi success after 1933. Boys and girls were seen as equally important, but for different reasons. Therefore, Nazi policies towards girls were different from Nazi policies towards boys. Hitler also realised that many German adults were not Nazi supporters. He wanted to gain the support of young people in Germany so they would help secure the Nazi regime.

- Go back to Source D on page 4. What can we infer from this source about Nazi aims for girls?
- Read Source A below. What can we infer from this source about Nazi aims for boys?

Source A: An extract from a speech by Hitler in 1933

"My programme for youth is hard. Weakness must be hammered away... I want a brutal, domineering, fearless, cruel youth; it must bear pain. There must be nothing weak and gentle about it... That is how I will create the New Order."

- Why do you think the Nazis had these aims for girls and boys?

Nazi Youth Groups

The Nazis had set up youth organisations for boys and girls in the 1920s. By 1933, these had become the **Hitler Youth (HJ)** for boys and the **League of German Girls (BDM)** for girls. Each organisation reflected the Nazis' views on how boys and girls should behave and be trained for life in Nazi Germany.

The **Hitler Youth** had the following aims for boys:

- political training
- physical training
- character training

The **League of German Girls** had the following aims for girls:

- political training
- physical training
- domestic training

Below are activities for young people in Nazi youth organisations.

| | | |
|---|---|---|
| Members had to swear an oath of loyalty to Hitler and the Nazis. | Sporting activities such as javelin throwing, running races, and physical games were held to improve physical health. | Members were forced to do lengthy exercises in freezing weather. |
| SA instructors plunged some members into ice cold water to toughen them up. | Members were trained to cook, iron, sew, and generally prepared to become housewives. | There were separate divisions for specialist military training. These included training for the navy, motor divisions, and the air force. |
| The importance of 'racial hygiene' was taught. This was the idea that the Aryan race should be kept 'pure' - members should only marry Aryan men. | Members had to attend residential courses where they were taught about Nazi ideas. | Rallies and public ceremonies were held, where members would gather to proclaim their allegiance to Hitler and the Nazis. |
| Members had to report anyone who they thought was disloyal to the Nazis - even their teachers and parents! | There were harsh punishment for disobedience or errors. | Skills useful for soldiers were taught, such as shooting, map-reading, and signalling. |

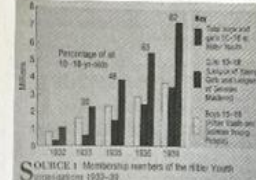
- Which activities would you be most likely to see in:
 - the Hitler Youth?
 - the League of German Girls?
 - both organisations?
- Colour code the Hitler Youth activities as **political training**, **physical training**, and **character training**.
- Colour code the League of German Girls activities as **political training**, **physical training**, and **domestic training**.

Were Nazi youth organisations really that popular?

Before 1933, the biggest youth organisations in Germany belonged to religious groups, not the Nazis.

| Youth Organisations | Membership in 1932 (boys and girls) |
|---|-------------------------------------|
| Protestant (church) youth organisations | 600,000 |
| Nazi Party youth organisations | 100,000 |

After the Nazis came to power, however, membership of Nazi youth organisations rose dramatically.



SOURCE 1 Membership members of the Hitler Youth organisations 1932-39

The Nazis tried to increase Hitler Youth and League of German Girls membership by using a combination of **force** and **persuasion**. Which of the techniques below fit into which category?

| | | |
|--|--|---|
| Propaganda posters showed strong, healthy, happy German boys and girls participating in Nazi youth organisations. | Local Nazi Party organisations put pressure on parents to get their children to attend youth organisation activities. When attendance fell in Hamburg, letters were sent out telling parents their children were 'sinning against the nation.' | In 1933, most non-Nazi youth organisations were banned by the Nazis. It became very difficult to be a member of any other youth organisation. |
| In 1936, all sports facilities for young people were taken over by the Hitler Youth. 'Young people who wanted to play sport had to join up.' | In March 1939, joining Nazi youth organisations became compulsory. Only 'undesirable' minorities like Jews were not allowed to join. | Many Nazi youth organisation activities were exciting and adventurous, positively engaging young people. |

- Do you agree that, between 1933 and 1939, the trend was to use more force than persuasion to increase youth organisation participation? YES
- Could the Nazis have increased youth organisation participation by force alone? no people needed to want to join and be open to Nazi ideals.

Putting it together

I was very clear that I wanted to have the booklets run alongside clear PowerPoints that run as a lesson plan effectively telling the teacher what to do but also making sure that AFL and adaptive techniques to take the temperature were embedded.

Round one

I created one booklet per key topic and a resources booklet (with the knowledge audits, keywords, exam advice, etc). Class tasks and information (when not using a text book) in one booklet per topic.

- Booklets have colour coded covers to separate topics.
- With a separate resource booklet.
- Plastic wallet for homework.
- Purple book for exam literacy/assessment/ exam practice.
- Have a file wallet per paper.

The issue with having one booklet with all the information and tasks built in is students had to flick pages which they found cumbersome.

It also affected retention in terms of having to remember what to write from a different page.

Round two

I kept the resources booklet and moved to two separate booklets per topic – a class booklet with the main activities and the information in a separate booklet. This way the class booklet captures key information and it supports revision and retention. For the higher attainers they can use the information booklet, eg for revision or to capture more detail. This seems to be a better balance so that all students feel challenged.

Round three

Now that we have the system set up I am reviewing how to support retention and understanding of the key takeaways. Part of this is reducing information and content in a meaningful way. It is a work in progress and I am listening to the students. Feedback was that students would like the revision and key take away tasks in one booklet and ideally any homework tasks. I have moved to this for the most recent topic I have made and it has reduced the paper trail.

Wavell School-GCSE History

Paper 2: Anglo-Saxon and Norman England

Name: _____

Class: _____

Teachers name: _____

Classroom: _____

This booklet must stay in school until the whole paper has been taught!

Date: _____ *Big Question: What was life like in Anglo-Saxon England*

LQ: *How did Anglo-Saxon society work? (Lesson 1 of 2)*

Do Now task: What do you know?

- 1) How was Anglo-Saxon society organised?
- 2) What power did the king have?
- 3) How was the legal system set up? How did it help the king keep control?
- 4) How important were the earls?

Horrible Histories videos - what do you know?

1

Who were the Anglo-Saxons?

The Danelaw: This area had been settled by Vikings since the 9th century AD (from c. 800AD onwards). They often had different traditions to the Anglo-Saxons, but everyone was Christian by 1066.

The Vikings are coming! Vikings had been raiding England since the late 8th century. However in 1016 there was a successful Danish invasion and their king, Cnut (pronounced Canute) became the King of England. People often forget there was a successful foreign invasion just 50 years before the Norman Conquest.

The Anglo-Saxons: Most people in England were descended from either Viking or Saxon settlers. Anglo-Saxons spoke an early form of English and gave England its name (from Angle-Land).

Task: Add the labels to the diagram below.

1. Labels to add for earldoms: Wessex East Angles Northumbria Mercia Kent
2. Labels to add for invasions: Vikings Angles and Saxons

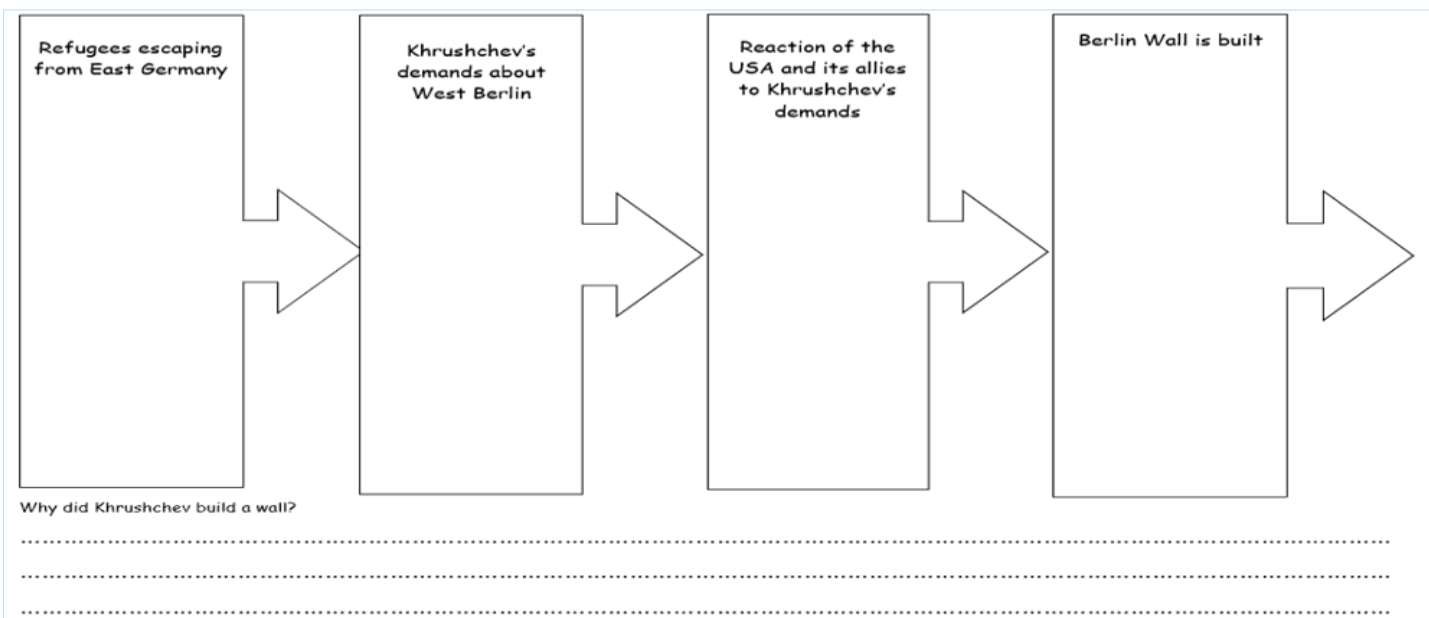
1. How would you describe the people who made up England in the 1060s, based on this map?

2. Which earldom might have been the most difficult to be in charge of? Why?

Example booklet tasks

Summary of the causes

Summary of the causes (learnt last lesson) and events of the building of the Berlin Wall summary of the key facts. So they already know about the refugee crisis, Khrushchev's ultimatum and the summit meetings.



New information from information booklet

The construction of the Berlin Wall:

Why?

- At the Vienna Summit Khrushchev insisted that West Berlin was part of East Germany and threatened military action to enforce this. Khrushchev was trying to intimidate the new and inexperienced President Kennedy into giving up West Berlin. Kennedy did not give in!
- The refugee problem was getting worse - 40,000 people crossed from East to West Berlin in one day at the start of August 1961

Building started:

- In August 1961 the East German government began building A 'Anti-Fascist Protecting Wall' completely around West Berlin. It became known as the Berlin Wall.
- It was built quickly by local East German workers and soldiers from the army. Starting as a simple fence it soon became a permanent wall dividing communities and families. Buildings that were in the way were knocked down or bricked up to become part of the wall itself.
- The wall was 155 km long and nearly 4 metres high. It was made of two parallel stone walls topped with barbed wire.
- On the East Berlin side, machine gun positions guarded the wall from people trying to cross at night and in some areas a minefield was installed. The gap between the walls was known as the Death Strip. Border guards got rewards for stopping people from crossing to the West.
- There were special crossing points e.g. Check Point Charlie. East Germans needed special permits to cross.

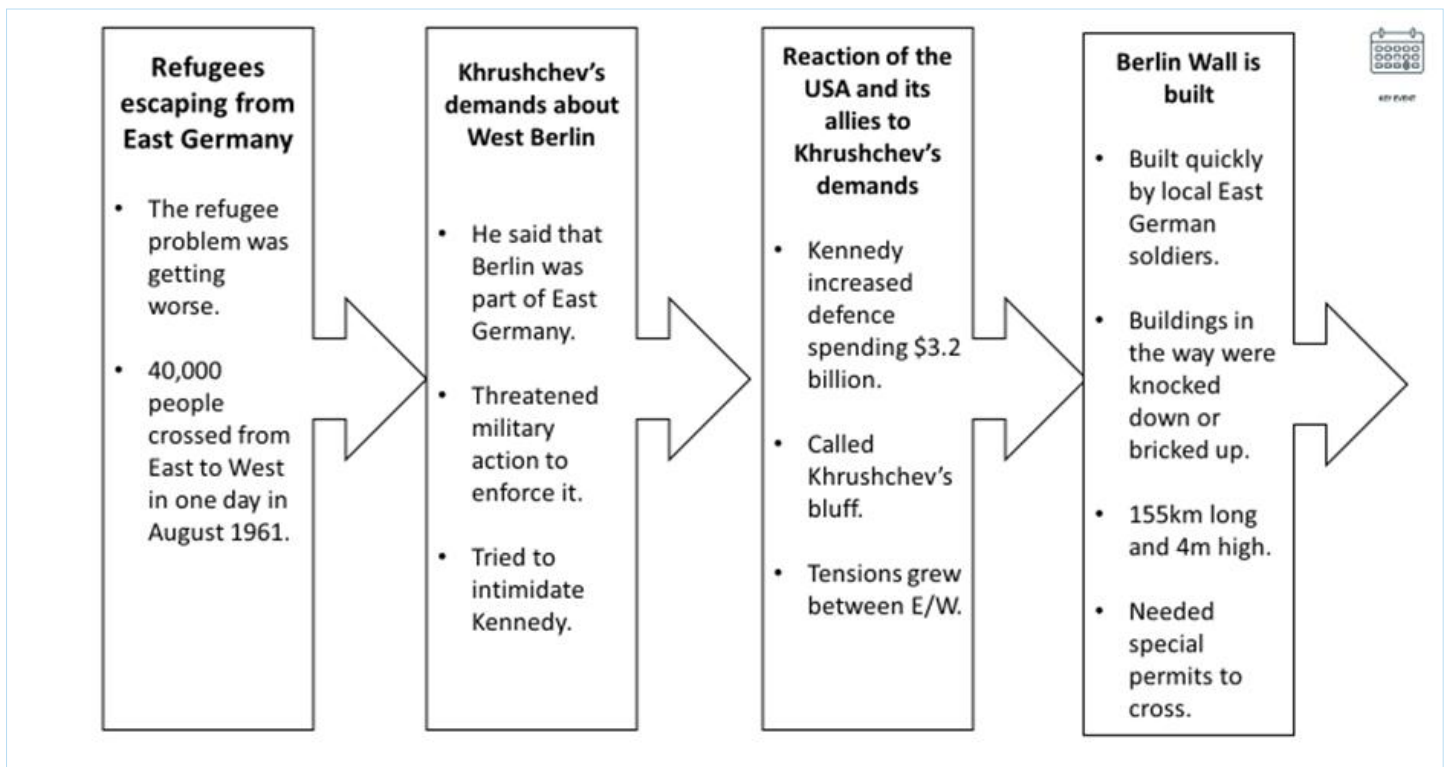
The wall did not stop people crossing/ trying to cross - but it drastically reduced the number of people who succeeded.

41 people were killed in the year after it was built trying to cross. People dug tunnels and tried to cross rivers.

Peter Fetcher, aged 18, became one of the first victims of the East German border guards, he was shot and lay dying for 45 minutes.



Key takeaway facts that they should end up with



Current organisational decisions

- Each GCSE exam topic has a class booklet and an information booklet for each student.
- Each exam paper has a resource booklet containing knowledge audits, keywords, exam advice, word mats, etc.
- A revision and homework booklet is provided for the tasks we will definitely set or use in lessons.
- Plastic wallet for homework is given to each student.
- We use a separate purple book for exam literacy/assessment/exam practice.
- A file wallet per paper, per student is given to store the resources.

Costs and benefits

Overall, the booklets seem to be a force of good and are benefitting teaching and learning.

Student voice

- Students liked having the information and class books separate.
- They thought the booklet saved thinking time.
- The booklets helped with organisation.
- Some like to have more room – so training them to use up spaces or their assessment book.
- Many felt that it is helping them remember the key takeaways.
- Many felt it is helpful when they are revising as the class booklet should have the most important facts and analysis.

Changes we are making as a result of students voice and early trials

- Students asked for any homework/revision to be in one place, which I have started doing where feasible.
- I have learned to make sure the pages are copied back-to-back on the long edge – to make it easy to read when it flips.
- Some students like writing more so we will need to encourage them to use the space in the booklets to add more rather than just the key takeaways. As a result, I am adding more extension and challenge tasks and showing them how to use the space in the booklets effectively. I am using wider margins (not narrow) to allow students to annotate and make notes in both the class and information booklets.
- Some students find using a class booklet and an information booklet difficult – even with teacher instruction and the page numbers on the board, but upon investigation by the history team this seems to be a lack of attention or focus and we feel this would be the same if we were doing one task at a time using sheets and the textbooks.

Iterative progress

- The booklets and the PowerPoint resources that go alongside them are working documents. The changes I have been making to the latest/future booklets will be fed into the ones I have already made. I feel that as I make and adapt them, the booklets are improving and better fit the rationale.
- Having answer sheets embedded into the PowerPoint is also helpful as it supports newer teachers but also supports students in being able to review the answers. The other benefit is having something to stick in for absent students.

Teacher voice

- The department love the booklets and feel strongly that it has reduced workload.
- This approach has reduced mental load daily as the resources are ready.

- There is less PPA used for copying and trimming resources.
- Less time handing out, sticking in and note making has given more time for adaptive teaching, eg securing knowledge and taking the temperature to respond to learning needs.
- It is supporting teachers to provide catch-up work.
- On the whole students seem to be making progress in the day-to-day work.
- For me as history lead it has been time consuming this year making the booklets and tailoring the PowerPoints to them to ensure best practice with teaching and learning in the lesson, next year I will only be tweaking. So, I personally feel that this benefit outweighs the workload.

Costs

Costs are still being reviewed as I will need my 2024/25 report alongside last year's to assess it properly. However, overall budget wise, this has been no different to previous years at this point in the year.

I toyed with different colours for each topic within a paper – but the knock-on effect is higher costs for paper.

To reduce costs

- All students at Key Stage 3 have an A4 class book (one for the whole year) and an A4 assessment book (one for Years 7-9).
- Next year I will buy slimmer assessment books for Key Stage 3 as they do not need such a large book.
- As the booklets are double sided – I am not sure we are overall printing a lot more for GCSE.
- We are not buying anywhere near as much glue!

Impact

In terms of our aim to support LPA/SEN/PP students better, students are reporting that they feel more confident and able to answer more in

class questions. Certainly, this is still our target group from the mocks and pushing students to the 4+ Grade. We are noticing less cognitive overload and more resilience since the introduction of the booklets. It is much easier for our learning coaches (LS) who pop into lessons for short periods to support a particular student.

Booklets have allowed more time for intervention and adaptive practice. There is more time to check student understanding as well as revisit key knowledge. We have more time for mini-whiteboard reviews, no hands up and think-pair-share. It also makes modelling and scaffolding easier. We often use our visualisers alongside this to model tasks and thinking live with the students. We have our own booklet that we can work in. Sometimes we work in an absent student's booklet meaning that they have the same work as the class and it is easier to catch-up. I can screen shot the visualiser work, copy the answers already in the PowerPoint slides or just photocopy a filled in booklet. A recent trainee noticed how much scaffolding and modelling we are able to do, as well as having time to challenge and check understanding.

In terms of supporting with attendance issues, it has helped support the teacher and make it clear to the student what they need to do. We write a note on the front of the booklet for missed lessons. At Christmas we were able to bring students into catch-up with big gaps or tell their parents which pages needed to be completed over the holidays.

We use our online system to set work for long-term absence and where possible provide paper copies for them to work on at home or our link support area for students with medical issues, meaning reduced lesson times.

Student perceptions need to be monitored and I will be completing formal student voice with both Year 10 and 11 by Easter.

Next steps

We plan to:

- add more *do now*, recall tasks and interleave retrieval. These can be stuck into purple assessment books or put into their wallets
- reduce content (continual) and help students grasp the key takeaways more

- assess the GCSE results to help evaluate impact
- based on Dale Banham's advice at the last HIAS History Network I am trying to add more visual reminders and clues to help retention. I have used the Ben Walsh Pearson 9-1 and the Sam Slater, Dale Banham et al *Engaging with Pearson Edexcel* books, which are more concise.
- I am dual coding, eg a symbol for key event or person to help make this clearer or for something thematic, eg the same hospital picture for care and treatment.
- I am working with learning support to streamline our revision cards for some of our SEN/LPA students who are working currently at Grades 1-3 to help them with retention to help move them towards the Grade 4.
- I am going to work with reprographics so that the resources booklet and the homework/revision booklets are a different colour to the class/information booklets so they are easier to find.

As always, I am realistic, no big change is a small job. But I would always advise to start small and build up. For example, when making booklets, decide what you want to do and why. Ask what you as a history team want to achieve together. You do not need to change everything at once. Perhaps start with the Paper that students find harder (for us it is Paper 2 Superpower relations). For now, I am fully on board with the use of booklets and I will continue to get feedback from staff and students.

Rachel Woodward

Head of History and Professional Mentor, Wavell School

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Integrating history and literacy during English lessons: innovative curricular approaches at Swanmore College



The National Foundation for Educational Research (NFER) 2022 report demonstrates that recruitment and retention of secondary school teachers in England remains critical, particularly in core subjects such as English, mathematics and science. Schools have adopted cross-curricular approaches to address gaps, especially in areas like literacy. Swanmore College mirrors this national picture and, in summer 2024, the history department added an additional lesson of teaching in Year 7 and 8, taken from the English curriculum time, to support staffing shortages.

Research from the Education Endowment Foundation (EEF) highlights that strong literacy skills contribute to higher achievement across all subjects and improve social mobility. It was therefore decided that the additional lesson would take a literacy focus within a historical context, which is fundamental for students' academic success and lifelong learning. According to the National Literacy Trust's 2023 report, only 28% of children aged eight to 18 read daily, a 26% decrease since 2005.

Therefore, it was decided that the history department would focus our literacy education through reading texts which were set in a historical setting, this would support the Ofsted study (2022) that revealed that nearly one in five pupils enter secondary school below the expected reading level, creating barriers to accessing the broader curriculum. By doing this, the history department has gained an extra hour to deepen historical, substantive understanding and concepts, but also allowing an opportunity for students to see how history can be used to create a description through a range of literacy tasks. Throughout the academic year, students will have the opportunity to read fiction and nonfiction texts, fostering comprehensive literacy development. Fiction nurtures creativity and empathy, while non-fiction strengthens critical thinking and factual comprehension. This should grow their ability to read critically and communicate effectively, supporting academic and personal growth.

During the autumn term, Year 7 studied the children's edition of Peter Frankopan's *Silk Roads*, while Year 8 studied Dominic Sandbrook's *The Fury of the Vikings*. We felt it important to introduce two academics straight away to provide the opportunity to discuss the job description of a university lecturer, allowing for the evaluation of how both authors/academics would gather the information needed to write both books. For example, during the study of Sandbrook's book, students were challenged to investigate where Sandbrook had gathered his research, with the use of primary and secondary sources being referenced with footnotes in the book, this was also the first time for many pupil's witnessing the use of footnotes. While pupils were learning about the Vikings in their history lessons, the book allowed for critical assessment of evidence, allowing students to cross reference what they had learnt in history to the narrative being read, improving evaluative skills and developing their scepticism and their ability to discern fact from opinion.

In the spring term, we will be moving on to read *Treason* by Berlie Doherty. During this historical novel, students will immerse themselves in the contexts of past events, societies and cultures, allowing them to build period knowledge and see how historians use evidence to reconstruct events, while challenging what is historical fact from fiction.

In this book, a young boy must brave imprisonment and death in Tudor England during their adventure to set Will's father free after being accused of treason against Henry VIII. This will act as a platform for building historical accounts, giving students the chance to explain how and why events unfolded as they did, while identifying the historical second order concepts of cause and effect, continuity and change within the written text.

In the summer term, we will be reading Janna Eliot's *Settela's last road*, a book based on the Forgotten Holocaust. This text has been chosen to develop empathy and perspective, allowing pupils an understanding of the perspectives and experiences of people from different times and places. Throughout all the chosen texts, we will discuss why historians and authors alike have communicated their ideas and stories in the manner that they have, reviewing not only the techniques used but the purpose of doing so, aiding the source skills within history. When selecting our text for the Holocaust, we worked closely with University College London (UCL), and consequently, highlighted a gap in children's literature on the Forgotten Holocaust which they are now commissioning an author to rectify.

In addition, we have included tasks to support pupils in the disciplinary concepts that may complement learning across the curriculum. Students are encouraged to complete closed reading exercises to support their annotation and analysis of texts; we have particularly focused on vocabulary, tone and purpose during these tasks, supporting the skills needed for the poetry GCSE and source work in the history GCSE. We have also included the use of graphic organisers to help students become confident in organising thoughts and evidence to improve writing coherency, with the long-term aim of helping students in a method of revision. Finally, another task has been the opportunity to practise structured writing tasks, guiding pupils through the process of essay writing; from planning and drafting, to editing. For students who struggle with writing, we have run our Lexia programme, using the same texts with structured excerpts to support the learners, allowing them access to the same academic texts, with scaffolded tasks and techniques.



An example of a graphic organiser created in 30 minutes by a Year 7 pupil to summarise three chapters of Peter Frankopan's *Silk Roads*.

Students were tested for their reading age in September and will be tested again in March to measure progress and the impact of these reading lessons. We will use these reading scores to measure the success of incorporating literacy into the history curriculum teaching. However, our intervention groups have already been retested for their reading age, and a staggering 75% have made improvements on their reading age (87 pupils).

The pupil engagement has been notable, demonstrated by the Christmas decorations by some of our Year 7's. These were Tweeted to Peter Frankopan who replied to the Tweet!

We've been reading the *Silk Roads* @peterfrankopan with Year 7 this term, and look at the adorable decorations some pupils brought in for the classroom Christmas tree 🎄



18:10 · 03/12/2024 · 1.8K Views



Peter Frankopan ✓ @pet... · 1d ...
That's lovely ! Happy Christmas to your Year 7s !

Finally, I would like to thank SLT for giving us the opportunity to implement this additional lesson to our history curriculum, and to Caitlin Sutherland for all her efforts in selecting the texts and devising lessons which promote a love of reading, enhance cross-curricular competencies, and prepare students for academic success and active citizenship in an increasingly literate, informed society, while continuing to leverage history's rich content and disciplinary approaches.

Megan White

History Lead, Swanmore College

Courses

Details of our upcoming history courses and networks are provided below. Visit our [history courses](#) Moodle page or scan the QR code for our full catalogue of history professional learning opportunities.

How to book

All training can be booked via the Learning Zone. To search for a specific course, type the keywords provided in the *Find Learning* box, then click *See Classes* for details of available dates and times.

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<https://hias-moodle.mylearningapp.com/mod/page/view.php?id=481>.

Need help?

To speak to a member of the HTLC bookings team, please contact:

Email: htlc.courses@hants.gov.uk.



Secondary History Network

The primary aims of the subject network meetings are to:

- ensure a clear understanding of the national picture and its application in local and school contexts
- support effective subject leadership as appropriate to each school's individual context
- develop skills, expertise and capacity within school subject leaders and their teams through quality strategic CPD and the sharing of good practice
- deepen understanding of subject specific pedagogy and knowledge that underpins good progress and attainment for all pupils
- facilitate school to school networking and develop strength across the system.



Spring 2 – 12 March 2025



Spring 2 Secondary History Network



Spring 2 – Sub £75 / SLA £40 / Full £90

Secondary History Leadership Conference 2025

This conference brings together the best of national and local research and practice to provide invaluable professional development for history leaders, history teachers and SLT history line managers. Hear from national and local speakers.

Keynote speaker for 2025 is Will Bailey-Watson

Associate Professor Will Bailey-Watson leads the Secondary History Initial Teacher Education course at Reading University. He has delivered keynotes at the Historical Association Conference, Schools History Project Conference and ResearchEd. He is best known for his award winning work on the history education website, *Meanwhile Elsewhere*, and his recent work has been published within the new history textbook *Changing histories for Key Stage 3: Connected worlds, c.1000 – c.1600*. He is currently working on the contribution history can make as part of a coherent and holistic climate and sustainability education.



27 June 2025



History Conference



Sub £325 / SLA £160 / Full £390

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