Staff

History is taught by the following members of staff:

Mrs N Ireland	Head of Department
Mrs V Hatch	Teacher of History / Head of Lower School Pastoral
Mrs R Zacune	Humanities Teacher / Head of Geography

Department Vision

"Curriculum is all about power"
(Christine Counsell – Chartered College of Teaching Sept 2018)

Our aim in the History department is centred around placing students in an environment where they want to learn and can naturally discover their true interests and passions. We believe that studying History is an opportunity for students (through words, concepts and ideas) to interpret the world and to be architects of their own destiny. Immersion into the selected historical periods will allow students to come into contact with some of the greatest thoughts and actions of all time. Appreciating and celebrating the value of historical figures who have changed the course of History encourages us all to have conversations about how we can be better and shows what the best might be.

Students will be provided with opportunities to access historical scholarship and primary texts so that their knowledge is authentic and has integrity. By investigating the vast richness of the subject, students will be encouraged to make decisions about what is relevant to the ever-shifting "now". We are committed through our curriculum to empowering our students with the necessary knowledge and skills for the future and to ensuring that History is a subject for all.

Aims

The national curriculum for history aims to ensure that all students:

- know and understand the chronology of British History including how Britain has influenced and been influenced by the wider world

- know and understand significant aspects of the history of the wider world including non-European societies

- gain an understanding of and be able to use abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

- understand historical concepts such as continuity and change cause and consequence, similarity and difference and significance and use these concepts to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and to discern how and why contrasting arguments and interpretations of the past have been constructed.

Feedback

In Humanities we recognise that regular Feedback is vital in driving student progress. Feedback can be written, verbal, can be given through assessments or digital technology.

All feedback:

- is specific to individual students;
- is target driven, outlining specific actions that should be taken to secure improvements;
- is prompt (within two weeks of an assessment);
- is regular, concise and clear;
- facilitates a student response through which progress can be demonstrated;
- addresses all literacy errors or misconceptions.

Students need information and guidance in order to plan the next steps in their learning. The Humanities faculty believe that oral and written feedback are closely interrelated and provide opportunities for staff to identify learners' strengths and to give clear and constructive advice on which areas need improvement.

A supportive classroom ethos is essential so that students feel safe to take risks, for example by giving speculative responses to challenging questions. Once teaching routinely provides good oral feedback, then it is possible to provide more informative and selective written feedback.

Oral feedback within the Humanities and Social Sciences Faculty

Oral feedback is a powerful force for moving students on and will be the most regular and interactive form of feedback used. It is both direct (targeted to individuals or groups), but also indirect (others listen and reflect on what has been said). Students should be provided with oral feedback in every lesson. Oral feedback may be provided in a variety of ways:

- Correcting an error
- Providing information
- Appraising and praising
- Challenging
- Seeking clarification
- Urging amplification, exploration or development
- Redirecting learning or activity
- Focusing or orienting learning
- Confirmation and moving learning on
- Crystallising steps
- Distilling and summarising learning
- Encouraging students to reflect

Staff will use a variety of oral feedback measures, the main purposes of using different types of feedback is to:

- acknowledge what students have learned and encourage them to reflect on and extend their learning still further;
- recognise that students need time to reflect on their learning;
- encourage students to pose further questions to clarify or further develop their own or each other's thinking;
- encourage students to make next steps;
- Teachers' comments should always be both positive – recognising students' efforts and achievements to date, and developmental – offering specific details of ways forward.

Written Feedback

Teachers are required to provide students with written feedback where necessary and this will assist students to recognise their next steps in learning and how to take them. Written feedback will be constructive ensuring that students are clear about what is expected of them. The success criteria will be a reference point for a teacher's written feedback and needs to be shared and made clear to students (and where appropriate) in advance of attempting a task.

It is important (for staff) to consider how prompt and regular feedback can be given that will encourage students to think about their work and the task. The written feedback will:

- focus on the learning objectives selectively;
- confirm that students are on the right track;
- stimulates the correction of errors or improvement of a piece of work;
- scaffolds or supports students' next steps;

Examples of the type of written feedback that students will be provided with by staff within the Humanities Faculty:

- Yellow-box marking;
- Focused on the use of subject specific terminology and compliant with the BHS Literacy Policy;
- Bullet point actions;
- Whole-class feedback sheets;
- Simple question prompts: Why? How? Explain?
- Linked to success criteria, mark schemes and level descriptors;
- Encouragement of "up-wording";
- Supportive;
- Linked to modelling of exemplar answers;
- Quizzing;
- Deeper-marking of one/two selected pieces.

Peer and Self- Assessment/Feedback:

Humanities staff will also aim to ensure that there are regular opportunities for both peer feedback and self-assessment. In order for this to be effective the following will be taken into consideration:

- The criteria for evaluating any learning achievements must be transparent to students to enable them to have a clear overview, both of the aims of their work and of what it means to complete it successfully;
- Students should be taught the habits and skills of collaboration in peer assessment;
- Students should be encouraged to keep in mind the aims of their work and to assess their own progress to meet these aims as they proceed;
- Peer and self-assessment make unique contributions to the development of students' learning – they secure aims that cannot be achieved in any other way;
- Checklists and reference to mark schemes and level descriptors will be utilised in order to support students in the decision making process.

Student responses to feedback:

Students in Humanities lesson will be required to regularly and purposefully engage with the feedback provided by staff:

- Students should be engaged in a reflective review of the work they have done to enable them to plan their revision effectively;
- Students should be encouraged to set questions and mark answers to help them, both to understand the assessment process and to focus further efforts for improvement;
- Students should be encouraged through peer and self-assessment to apply criteria to help them understand how their work might be improved;
- Students should strive to be pro-active and should be prepared to learn;
- Purple Pen responses should be:

  o a response to feedback;
  o improvement – extension;
  o re-draft;
  o completion of a correction;
  o to work to "close the gap" on the issues identified.

Students should also ensure that their work displays high levels of presentation and that it meets the standards and expectations of class teachers.

"Working together to achieve our personal best"