



<p>What will you see in History lessons?</p> <p>A variety of strategies aimed at engaging every pupil. History lessons will be fast paced and require the input of everyone in the room. Questioning, reading, writing and creative activities are commonplace. Teacher planning is designed to make the pupils think and to grow as independent learners. Investigation work is frequently based upon historical sources or secondary interpretations. History at LC promotes diversity and seeks to explore the past of various peoples and foster an understanding of how events were experienced.</p>	<p>What are the common misconceptions that pupils have and make in History that we need to address?</p> <p>Younger pupils are often prepared to place their full trust in what they read, in History we teach them to think critically and question the origin and purpose of various sources. As we teach units of international History, stereotyping can be evident, we work to address this through our learning of other cultures and societies. Pupil views are often short term, we hope to equip them with the ability to see the bigger picture and understand consequence.</p>	<p>What will you see in pupils' History books?</p> <p>A variety of tasks that should reflect our aims. This will include: 'Do Now' tasks, short questions, extended essays, source work and investigations, interpretation work and investigations and low stakes quizzes. However, there will also be evidence of more creative tasks, these might include storyboards, posters, speeches, songs, radio broadcasts, movie scripts etc. We want the pupils to learn and understand the discipline of History, but we also want them to have fun with their learning.</p>
<p>What assessment (formative and summative) methods do we use in History?</p> <p>Assessment takes place in every lesson. Teachers use a range of questioning techniques to assess previous learning or to judge the level of understanding. The 'Do Now' activity at the start of each lesson means assessment is taking place within the first 5 minutes of every lesson. The use of the low stakes quiz is used to assess levels of knowledge and will inform future planning. Two assessed pieces will form the basis of PP1 and PP2, these will include source writing, essays, structured questioning and interpretation style questions. Every pupil will sit a formal test in the summer term.</p>	<p>Secondary History</p> <p>History is about.....</p> <p>Exploring the past in order to make sense of the present; context will provide learners with the ability to make informed decisions and understand the value of evidence.</p> <p>History will provide the skills required to investigate, analyse, evaluate and judge. It is a knowledge rich subject that will provide exciting opportunities to explore key people and events of the past.</p>	<p>Information from the last 12 months in History reveals particular strengths in.....</p> <p>Much of the curriculum has been shaped by the pupils, their feedback allows the teaching staff to understand what they want to learn. In addition, the curriculum seeks to build upon the Open World curriculum used by the Prep and Pre-Prep. Most recently, this has led to the inclusion of studies of the British Empire and India. Results and GCSE and A Level are consistently strong.</p> <p>Information from the last 12 months in History reveals a particular focus should be on.....</p> <p>We are always seeking adapt and develop to the needs of our pupils. Feedback from pupils will continue to inform our decisions. The Government are due to publish a recommended curriculum for History in 2024, this will also be used when considering any curriculum changes. At GCSE, we aim to enable even more of our pupils to achieve a Grade 6 and above.</p>
<p>What will you see in History at Liverpool College that extends beyond the National Curriculum and / or exam specifications?</p> <p>Teachers have a range of personal expertise; they are always encouraged to draw upon their own learning in order to go beyond what is expected. Some staff include a 'On This Day in History' as part of pupil learning, often generating in-depth discussions on non-curriculum-based topics. Staff will also use events in the news and significant anniversaries to teach pupils about historical events beyond the curriculum. In addition, we often go beyond the curriculum by relating our in-class learning to multiple events that happened afterwards or that are perhaps related to current affairs. KS3 pupils are often introduced to GCSE level learning and GCSE pupils are often allowed to explore at A Level standard.</p>	<p>Parents can help their children in their History studies by.....</p> <p>Talking to the about their learning. Ask them what they have been doing, encourage them to explain it to them or a younger sibling. Ask questions like 'what caused that to happen' or 'what do you think the impact of that would be?' History is a reading and a writing subject, the pupils that perform at the highest levels are likely to be frequent readers. Encourage your child to read, historical fiction can be really exciting! Perhaps watch a documentary with them or a period drama, this can generate the interest and provide the hook required to draw them into such a fantastic subject!</p>	