



GCSE History: Making the content possible



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Aims and purpose



Make content manageable

Realistic and pragmatic approaches

Evidence informed 'best bets'

Workshop to incorporate into your planning - time to apply your expertise, context and specialism

Context I: old vs. new



“We’ll just teach them the bits they need”

“This student probably won’t do History after KS3”

“They’re never going to get a C so we will focus on others who might.”

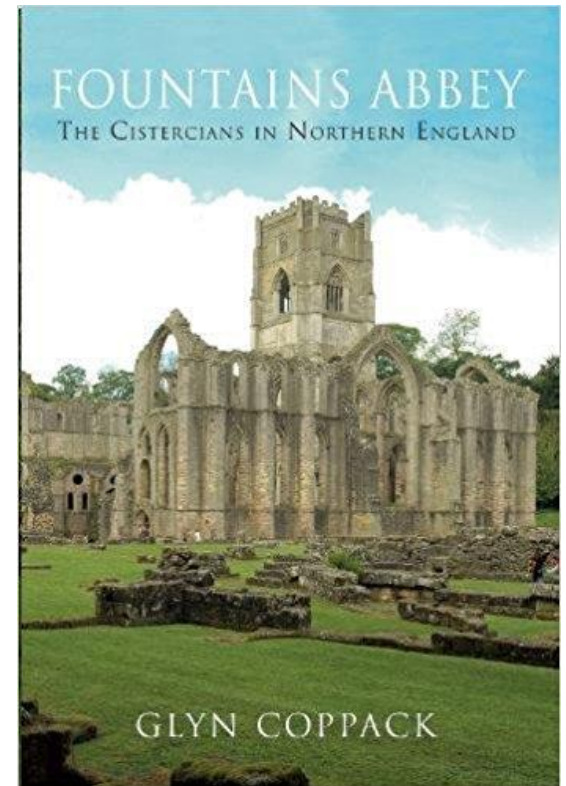
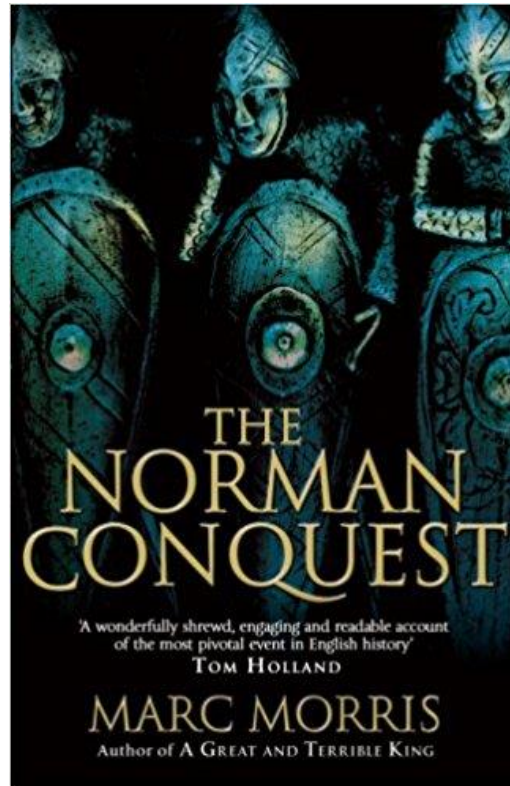
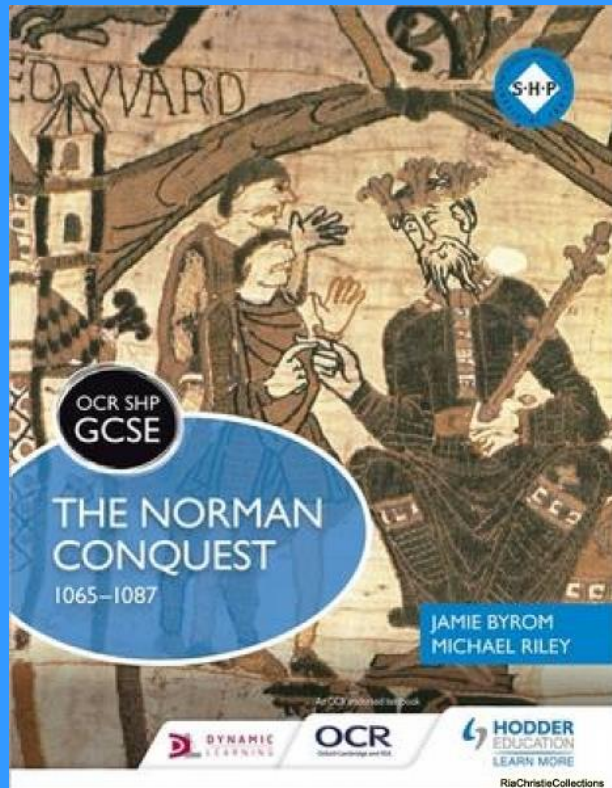
“We can go through it all in revision”

“They’ll be able to guess quite a bit from the sources”

“We’ll get them a B in their coursework and hope for the best.”

Context II: curriculum change in History

- Harder than many subjects
- Content learning for *us* before we can hope to teach *them*
- Virtually unique, so overlooked and underrated.



Key issue: professional judgements

Subject expertise

**Exam & assessment
expertise**

How the two combine

Managing Memory I



Working memory

Cognitive load theory – Greg Ashman's stuff worth looking at:

<https://gregashman.wordpress.com/2017/01/27/cognitive-load-theory-the-single-most-important-theory-for-teachers-to-know/>

Memory as 'the residue of thought'
- Willingham

Most of what we are doing to do is based around reducing cognitive overload by reducing the demand on the working memory.

Managing Memory II



- Instilling long-term memory
- Distributed retrieval practice
- Work your revision into **every lesson** – often at the start.
 - Interleaving
 - Quizzing
 - Vocab development
 - Sketch a timeline of the course so far
 - Odd ones out
 - Register tasks, e.g. answer with a fact
- More on this when we work on exam skills and revision

Quick Quiz – only write the words that goes in the space

Flashback Five: Industrial Public Health

1. **Miasma** Theory was used to explain disease before germ theory.
2. Germ theory was discovered in **1861**.
3. 1832 is remembered for the worst outbreak of **cholera**
4. Before the late 19th Century most people used toilets above cesspits called **privvies**
5. The Public Health Act of **1848** was a failure as it didn't enforce anything

New Knowledge: Anglo-Saxons and t'Normans

6. In Northern England, the A-S Church had a heavy **Celtic** influence.
7. The **Bedale** hoard shows how A-S culture was influenced from Scandinavia
8. **Ceorls** were the ordinary people of A-S England, one rank above slaves
9. The acronym FART can be used analyse pictures, and stands for **Function, Audience, Research and Technique**
10. The **Alfred** jewel is a very famous example of AS cultural production.

Outrageous Knowledge:

11. **Mouldy bread** caused St Anthony's Fire in medieval villages.
12. **14** was the average life expectancy in Ancoats, Manchester in 1841.
13. By 1724, **5** million gallons of gin were being made in London each year.
14. Joseph Bazalgette built **1300** miles of sewers in London.
15. William of **Poitiers** chronicled the Conquest. He was WtC's chaplain.

Managing Memory III



Function of notes/exercise books
at revision time?

Resurrecting prior learning

For us:

**“Semi-printed revision
guides”**

Material displayed in way
the students first learnt it

Complemented by
knowledge organisers and
technique guides

More on this when we work on
exam skills and revision

Strategy I

Structure

learning as enquiries

Good enquiries over schemes of learning and individual lessons

If all else fails, just chuck in the word 'really.' Works on almost any question/enquiry:

“Who should the Witan have chosen to be king in 1066?”

“Who should *really* have been king in 1066?”

Was the medieval world *really* an unhealthy place to live?

Strategy I

Structure

learning as

Macro/Micro



Daniel Willingham:

The privileged position of stories

Stories are more interesting
Stories are easier to comprehend
Stories are easier to remember
Our minds seek causal connections

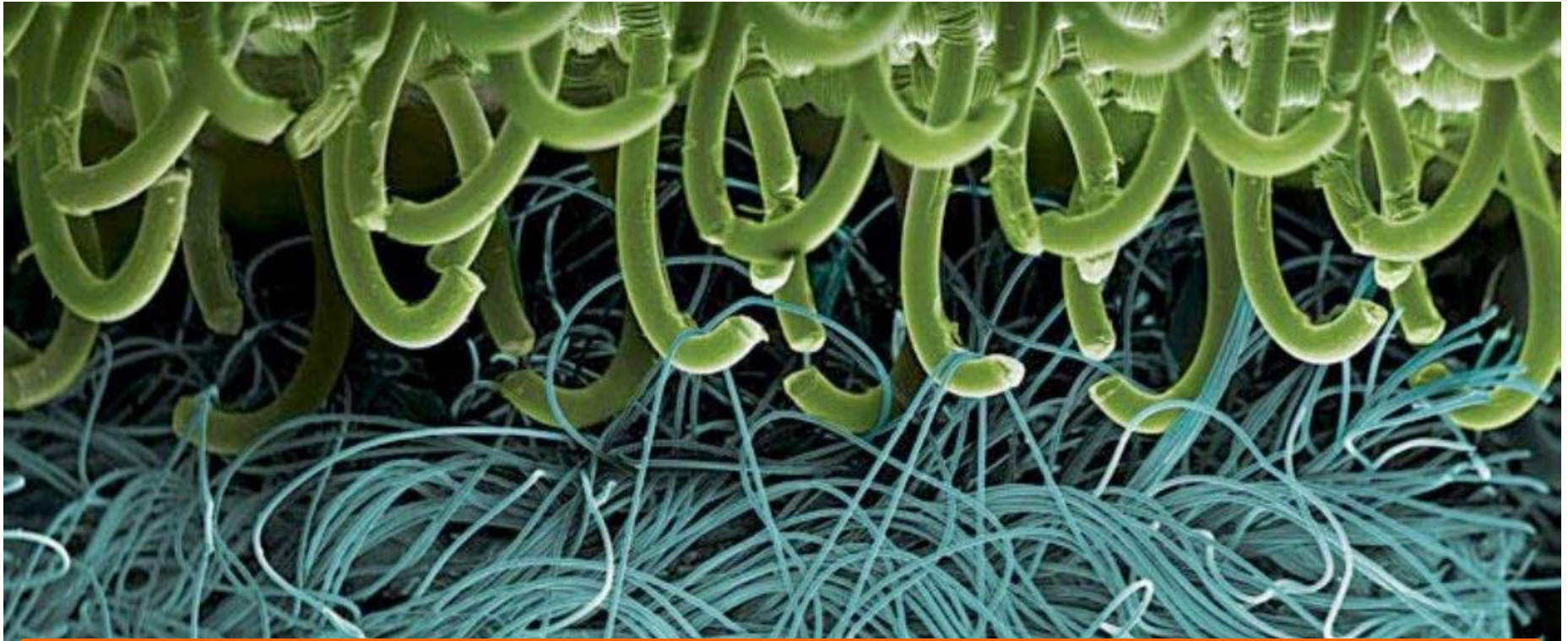
Willingham recommends:

- Tell more stories in class.
- Have students read stories outside class.
- Tell stories to older students.
- When "story" is intrinsic to the subject matter, make use of the story format to *structure lessons*.

“History is a natural story; it has the four Cs —**causality, conflicts, complications, and character**— built in. Yet, history textbooks rarely use a narrative structure.

For teachers, an important way to make use of story in history is through the generous use of trade books that treat history as biography, historical fiction, or a narrative.”

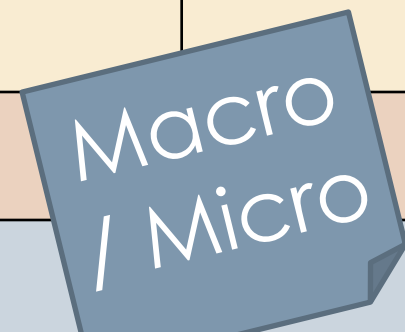
Mental Velcro?



E. D. Hirsch describes prior knowledge as 'mental velcro' — when we are learning new things we hook it onto our past knowledge.



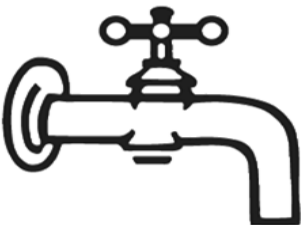
Stage 1: The Atlantic Slave Trade emerges			Stage 2: The peak of the Trade and the rise of rebellions				
1562-1567	1619	1672	1668-1690	1698	1730-1739	1760	1781
Sir John Hawkins makes three voyages between Africa and the Americas. He trades a total of 1300 Africans for sugar, spices and pearls.	Start of regular trade to North America. Over the next 200 years, 10.5m slaves were taken to the Americas to grow crops such as sugar, cotton and tobacco.	The Royal African Company starts to control the Slave Trade for Britain. Within 8 years it was transporting 5,000 slaves every year.	A series of rebellions on the island of Jamaica. 200 slaves escape into the mountains. All revolts were brutally crushed. No change to overall situation.	Royal African Company closed. Huge increase in number of ships crossing the Atlantic as anyone now allowed to sail the slave routes.	War between escaped Jamaican slaves and British army. Small group of escaped slaves eventually given land and allowed to live.	Major slave rebellion in Jamaica, Lasts several months. 400 slaves executed.	470 Africans forced onto slave ship Zong. Partly in order to claim insurance, 133 Africans were thrown off the ship and allowed to drown. Outrage in Britain strengthens early stages of the Abolition movement.
110 years <input type="checkbox"/> fast change? <input type="checkbox"/> steady change? <input type="checkbox"/> slow change? <input type="checkbox"/> no change?			113 years <input type="checkbox"/> fast change? <input type="checkbox"/> steady change? <input type="checkbox"/> slow change? <input type="checkbox"/> no change?				

Stage 3: The rise of the Abolitionist movement					Stage 4: The Atlantic slave system ends		
1787	1807	1817	1831	1833	1865	1860s	1886-1888
The Society for the Abolition of the Slave Trade founded. This group led the campaign for the end of the trade in the British Empire.	After a long and hard campaign, Wilberforce and his supporters finally persuaded Parliament to ban the slave trade in the British Empire. The Royal Navy starts stopping slave ships.	Britain pressures Spain to stop all slave trading before 1820. There is a rise in the number of ships as captains try to make as much profit as possible before the ban starts.	A major rebellion breaks out in Jamaica. It was brutally ended. Although this shocked the British public, even after the Trade ended, slavery continued.	Abolition of Slavery across the British Empire. £20m in compensation paid to slave owners. Slaves given freedoms but had to work for old owners for 6 years.	End of slavery in the USA following the American Civil War. 3.1 million slaves are freed. Many continue to work for their former owners.	The last few slave ships cross the Atlantic, taking Africans to Cuba and Brazil. The Trade is, finally, completely over.	End of slavery in Cuba and Brazil. Roughly 500,000 slaves freed in Cuba. Roughly 4,000,000 slaves freed in Brazil.
46 years <input type="checkbox"/> fast change? <input type="checkbox"/> steady change? <input type="checkbox"/> slow change? <input type="checkbox"/> no change?					23 years <input type="checkbox"/> fast change? <input type="checkbox"/> steady change? <input type="checkbox"/> slow change? <input type="checkbox"/> no change?		



Medieval Britain: 1250-1500				Early Modern Britain: 1500-1750			
1272-1307	1348-51	1100-1500	1500	1596	1609	1665	1550-1743
King Edward I ordered the wealthy citizens of over fifty towns to pay for the streets to be paved. Before this they were a mixture of mud, animal dung and rubbish.	Black Death hit Europe, killing 40% of the population. It was spread by fleas that lived on the rats. The black rats thrived in the filthy medieval streets. Some attempts were made to clean the streets. This had little effect.	Monasteries developed their own system of clean running water and toilets. They offered food and medical care to the poor. Many towns extended the monasteries pipes for public use.	London's population reaches 100,000. It was 25,000 in 1250. The city was crowded and dirty. The worst conditions were in the suburbs, where the poorest lived. Here houses were very poorly built and maintained.	Sir John Harrington invented the first flushing water closet (toilet) but very few people were able to get one as they needed both a good supply of fresh water and a drain. Most people used a 'privy', squatting over a cesspit in their garden.	Hugh Middleton built a 'New River' that brought spring water 38 miles into London. 30,000 houses could be supplied with this project. Richer people were able to pay a quarterly bill have their houses connected to the pipe system.	The 'Great Plague' hit London. This was one of 8 outbreaks between 1500 and 1670. This was mostly confined to towns. As with the Black Death, the poorest areas were hardest hit. There were improved efforts to contain it, but nobody could treat it.	An alcohol crisis called the Gin Craze occurred. The urban poor drunk gin in vast quantities, and there was a huge increase in the death rate. It took the government nearly 200 years to successfully tackle this problem.
250 years <input type="checkbox"/> fast progress? <input type="checkbox"/> steady progress? <input type="checkbox"/> slow progress? <input type="checkbox"/> no progress? Why?				250 years <input type="checkbox"/> fast progress? <input type="checkbox"/> steady progress? <input type="checkbox"/> slow progress? <input type="checkbox"/> no progress? Why?			
Industrial Britain: 1750-1900				20 th Century Britain: 1900-2000			
1832	1848	1858	1875	1918-9	1948	1974	2007
Cholera outbreak in cities across England. Caused by infected water. 32,000 die, and authorities were unable to do anything. As they did not understand the cause of the disease, many measures they took actually made the situation worse	Public Health Act. Set up Boards of Health to connect houses to sewers and ensure clean water was much more widely available. However, it did not force councils to take action, only encouraged them to. Did not apply to London or Scotland.	The 'Great Stink.' When the Thames dried up in the hot summer, the smell of sewage became unbearable. The House of Commons was forced to stop operating due to the smell. They ordered sewers to be built across London. These are still used today.	Public Health Act. All local authorities forced to appoint a health inspector, and forced to take responsibility for sewers, water supplies, public parks, toilets and rubbish collection. All new houses had to have piped water and sewers.	At the end of the First World War, returning soldiers spread 'Spanish Flu' in Britain. Worldwide, 50m people died – in Britain alone it killed 228,000. This is more lives in one year than the Black Death took in 1348-51. Despite knowing about germs, nobody was able to treat the disease or prevent it spreading.	National Health Service set up following government action in WW2. Hospital care, family doctors, dentists, opticians and medicines all provided free and paid for from taxes. This was the first time many could afford healthcare.	Health and Safety at Work Act forced employers and companies to ensure their workplaces were safe to work in. Accidents and workplace deaths have been in decline ever since.	Smoking banned in all public places after a 2005 report showed that 'passive smoking' was killing roughly 11,000 people a year in Britain. New campaigns to help people quit smoking were launched.
150 years <input type="checkbox"/> fast progress? <input type="checkbox"/> steady progress? <input type="checkbox"/> slow progress? <input type="checkbox"/> no progress? Why?				100 years <input type="checkbox"/> fast progress? <input type="checkbox"/> steady progress? <input type="checkbox"/> slow progress? <input type="checkbox"/> no progress? Why?			



Public Health Overview	Medieval 1250-1500	Early Modern 1500-1750	Industrial 1750-1900	20 th Century 1900-2000
<div>Impact of living conditions</div> <div>  </div>				
<div>Response to epidemics</div> <div>  </div>				
<div>Improving public health</div> <div>  </div>				<div>Macro / Micro</div>

Strategy II

Flip the learning



Send home a photocopy of basic content with guidance sheets and tasks

- Check for language/vocab
- Including KS5! 'Plain clothes Y11s'

Students can work at own pace

Lesson starts with memory task to check comprehension

For low homework completion rate problem, try running two lessons ahead

Strategy III

Make it visual

- **Dual coded explanation**
- **Imagination/ empathy/ curiosity**
- **Visual storytelling**
- **Critically evaluate visual interpretations**

Think about change in terms of:

- Context – geographical features?
- Main roads and side lanes?
 - (“Prohibition Street?”)
- Rate (speed limit?)
- Extent (how far does each section of road go?)
- Turning points (bends in the road – signage to go with it!)
- Effort required?



THE BIG PICTURE IN THE BACKGROUND TODAY:

Make it
visual



- The endless space of the Western Plains and the promise of a green and fertile land beyond.
- Also note where the artist has decided to position the Indians

PLENARY

Make it
visual

- Do these paintings give a fair impression of the migration?
- If not, why not?



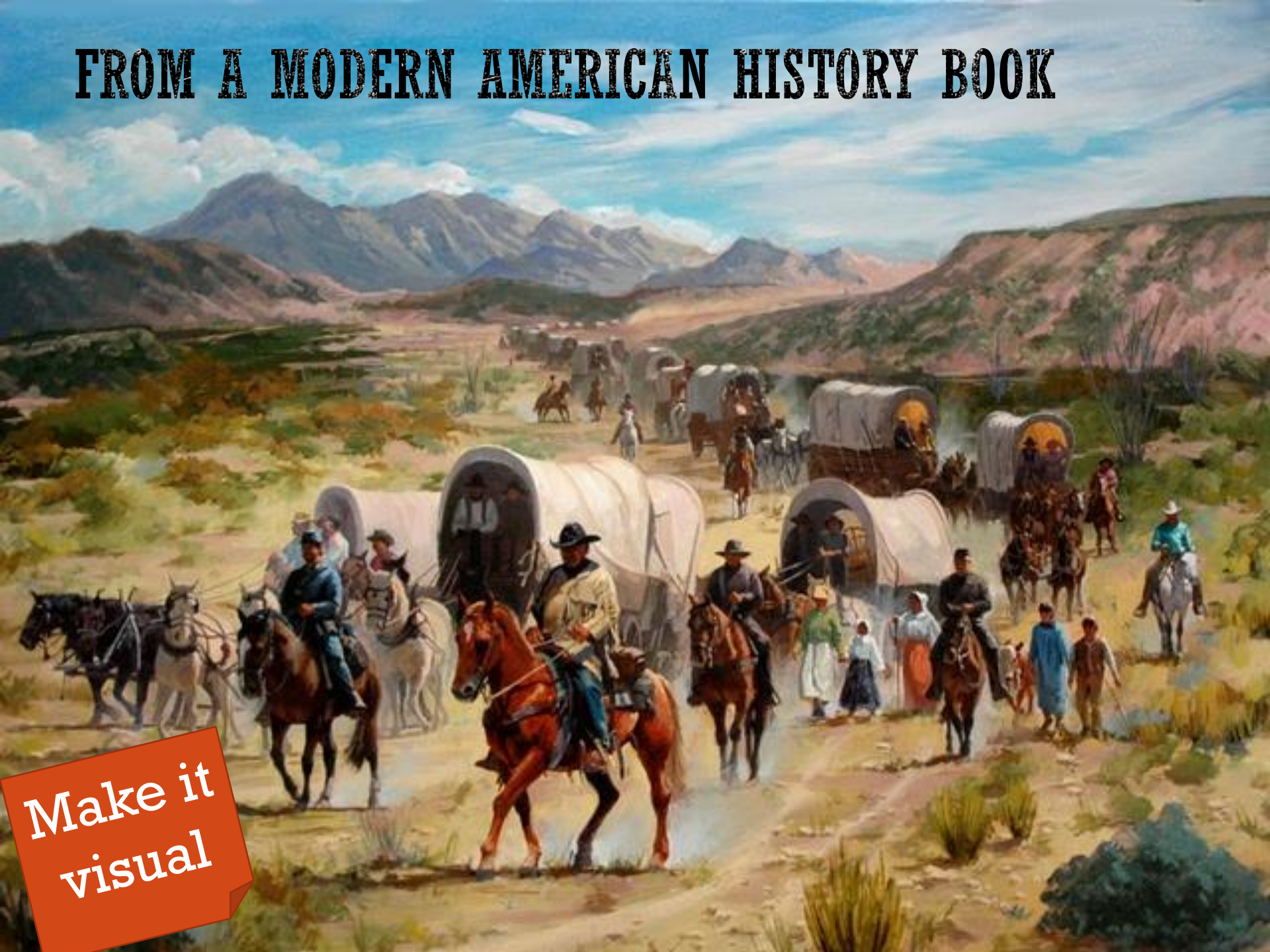
Make it
visual

ALBERT BIERSTADT, 1869



FROM A MODERN AMERICAN HISTORY BOOK

Make it
visual



How did life change with the arrival of war?

After we have read as a class, annotate the picture of a German family to explain how their lives *might* have changed at the start of WW2.



Step 1: the story

Fast illustration challenge – around the story add pictures to show what's going on

The catch is that you have 10 minutes to do all of the illustrations!

Bad drawings = good for memory!

Make
it visual

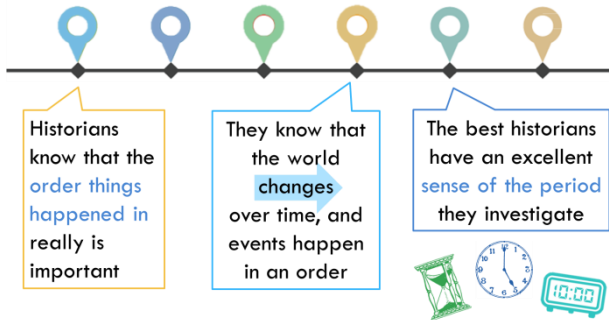
Ely was an island surrounded by low lying marshes. In 1070, it was overrun by a Danish army. They were cheered on by the English and King Svein took the isle of Ely easily.	In June 1070 Hereward, a Saxon landowner, attacked Peterborough Abbey, burning the towns houses and stealing huge amounts of treasure, which he gave to the Danes to pay for their support.	Hereward joined forces with the Danes in Ely, which was naturally defended by water and well supplied with food. William acted quickly, agreeing with Svein that he should sail home. They took the treasures with them.	Local knights were left to deal with Hereward, as William had to return to Normandy. By the time the king returned, Hereward had strengthened his position with the support of the Abbot of Ely, Edwin, Morcar and other reinforcements.	William rode to Ely himself with an army. He blockaded Ely using ships. He then started to build a causeway through the marshes.
On their first attack across the causeway it collapsed, drowning many of the Norman knights.	In some accounts, William recruited a local witch who he put in a tall wooden tower to curse the rebels. Hereward's response was to break out across the marshes and burn the tower, and the witch, to the ground.	William eventually reached the island. In some accounts, Hereward was betrayed by local monks. In others he tried a second causeway that was more successful.	The English surrendered. Morcar and others were imprisoned. Some rebels had hands cut off or eyes gouged out. Hereward escaped.	Ely was the last serious uprising against the Conqueror. He would never face this scale of rebellion again.

Strategy IV

Replace note
taking with
thinking

- Exercise book as semi-printed revision guide
- Critical that thinking tasks are developed and time gained is used to develop more memorable learning
- Collaboration and division of labour worth it. Takes teacher time, but high impact.

...understand the importance of **chronology**



The **best** historians:

...communicate their ideas really clearly

- 1** In debates, the best historians develop their ideas as a sequence of points
- 2** In writing, historians develop written arguments as a **SEQUENCE OF PARAGRAPHS**
- 3** Each point or paragraph explores a new topic and is supported by **ACCURATE** and **RELEVANT DETAIL**



...make clear **judgements** and present them as **arguments**

A historical **ARGUMENT** is simply a **JUDGEMENT** supported by evidence to give it substance and weight. The **best** historians also:



...actively look for **similarities** and **differences**



Historians look to identify **WHAT** is different as well as **WHY** it is different.



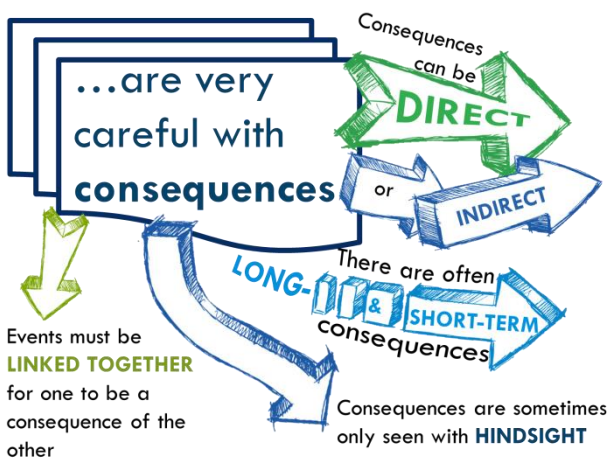
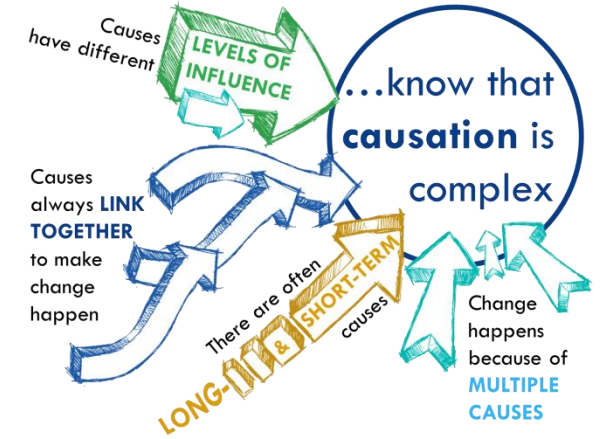
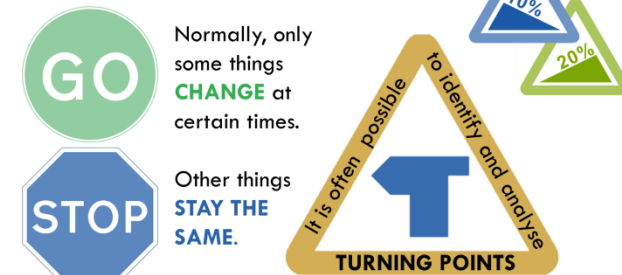
...make judgements and arguments by focussing on **significance**

They do this by **weighing up** different elements of a given narrative or time period





...analyse how things **change**, or don't, over time

Historians describe the varying **SPEED** and **SCALE** of change



Epidemic	Response	Effectiveness judgement and justification of rating	Reasons why response was effective/ineffective using wider knowl
Black Death: 1348-50 Bubonic and pneumonic plague. Killed c.40% of the population. Spread via flea bites and in the air. Eventually died away over the cold winter of 1349.	<p>Prayed to be healed, attended special church services and lit candles</p> <p>Groups of flagellants from Europe</p> <p>Carried around posies of flowers to try and purify the air.</p> <p>Householders forced lodgers onto the streets if they showed signs of sickness.</p> <p>The rich often moved to the countryside to find fresh air.</p> <p>Priests urged everyone to confess their sins and to promise to mend their ways but were unable to offer 'last rites' to dying victims as they could not keep up.</p> <p>Some priests scared to visit sick and lead funerals beside evil smelling graves.</p> <p>Some rang church bells in an attempt to 'break up' the air.</p> <p>In 1349, Edward III wrote ordered Mayor of London to clean up the city.</p> <p>In York, watchmen were stationed on the bridge to stop people with plague crossing the river.</p>	☆☆☆☆☆	
Great Plague: 1665 Last outbreak of bubonic plague. Centred on London. Killed roughly 100,000 (25% of London) in 18 months. Again, cold winter weather is the most likely explanation for it fading away.	<p>HENRY VIII : Proclamation adopting isolation – infected houses should be identified. (Bundles of straw hung outside for 40 days) Infected had to carry white stick. 'Pest-houses' , 'watchmen' and 'searchers'.</p> <p>ELIZABETH I : Privy Council Plague Orders sent across counties. 'Viewers' and 'searchers.' Improved hygiene and less crowding. House shut up for six weeks.</p> <p>JAMES I : Plague Act – collections extended. Punished anyone who broke policy of isolation – hanging.</p> <p>ORDINARY PEOPLE:</p> <p>TURNING TO GOD: Church attendance increased.</p> <p>RUNNING AWAY: Especially the wealthy. Fear was a natural reaction.</p> <p>SEEKING A CURE: Smoking tobacco. Herbal remedies to ease pain.</p> <p>AVOIDING THE SICK: Reluctance to take food to victims or attend funerals.</p>	☆☆☆☆☆	
Cholera: 1832-1866 Transmitted by contaminated water supplies. Violent vomiting and stomach cramps, terrible diarrhoea, usually deadly within 1-2 days.	<p>Quarantine (isolation) imposed. Constables posted to turn visitors away</p> <p>Some created separate cholera burial grounds.</p> <p>Tar burnt in the streets to break up the air</p> <p>Priests preached that God was punishing people – especially the poor – for sins</p> <p>Councils paid for dunghills and rubbish heaps to be cleared away.</p> <p>Towns encouraged to set up local boards of health.</p> <p>Inspectors employed to monitor cholera outbreaks.</p> <p>National day of fasting, humiliation and prayer on 2nd March 1832</p> <p>1832: Central Board of Health. Doctors sent to Russia to study the disease.</p> <p>In Soho, London, Dr John Snow studied the outbreak of 1854, linked it to water and removed the handle of the Broad Street pump. It was replaced by council.</p> <p>Joseph Bazalgette was hired by the Government to build underground sewers in London.</p>	☆☆☆☆☆	
Spanish Flu: 1918-9 Killed approximately 50m people across world. 228,000 in Britain. Exceptionally serious influenza, often leading to pneumonia. Could kill within one day. We still have no cure for influenza.	<p>Councils were urged to shut all schools.</p> <p>Detailed advice was published in newspapers</p> <p>Health visitors went door to door to record on special cards who was ill, and what help they required e.g. food or coal</p> <p>Work of Dr Niven in Manchester:</p> <p>Detailed records were kept of each case, so patterns in location and victims could be identified.</p> <p>Used his medical contacts to try a new flu vaccine</p> <p>It was recommended that the government invest money into researching colds and influenza</p>	☆☆☆☆☆	
HIV/AIDS: 1970 -now Causes a problem with the immune system. HIV means the immune system can no longer protect itself. Research revealed it can only be transmitted by bodily fluids.	<p>Princess Diana visited a clinic and was photographed shaking hands with AIDS sufferers</p> <p>Some churchgoers refused to share the cup from which everyone drank wine from during Mass</p> <p>The government funded free testing for HIV at hospitals, and free screening of blood donations</p> <p>The government ordered hospitals to detain those infected, even if they wished to leave</p> <p>Some Fire Service Staff stopped giving mouth to mouth resuscitation</p> <p>Huge amounts invested in scientific research and development of cures, although none found yet.</p> <p>Massive media coverage first panicked, but then educated the public</p> <p>Enormous fundraising efforts – e.g. Concert for Freddie Mercury raised \$20m</p>	☆☆☆☆☆	

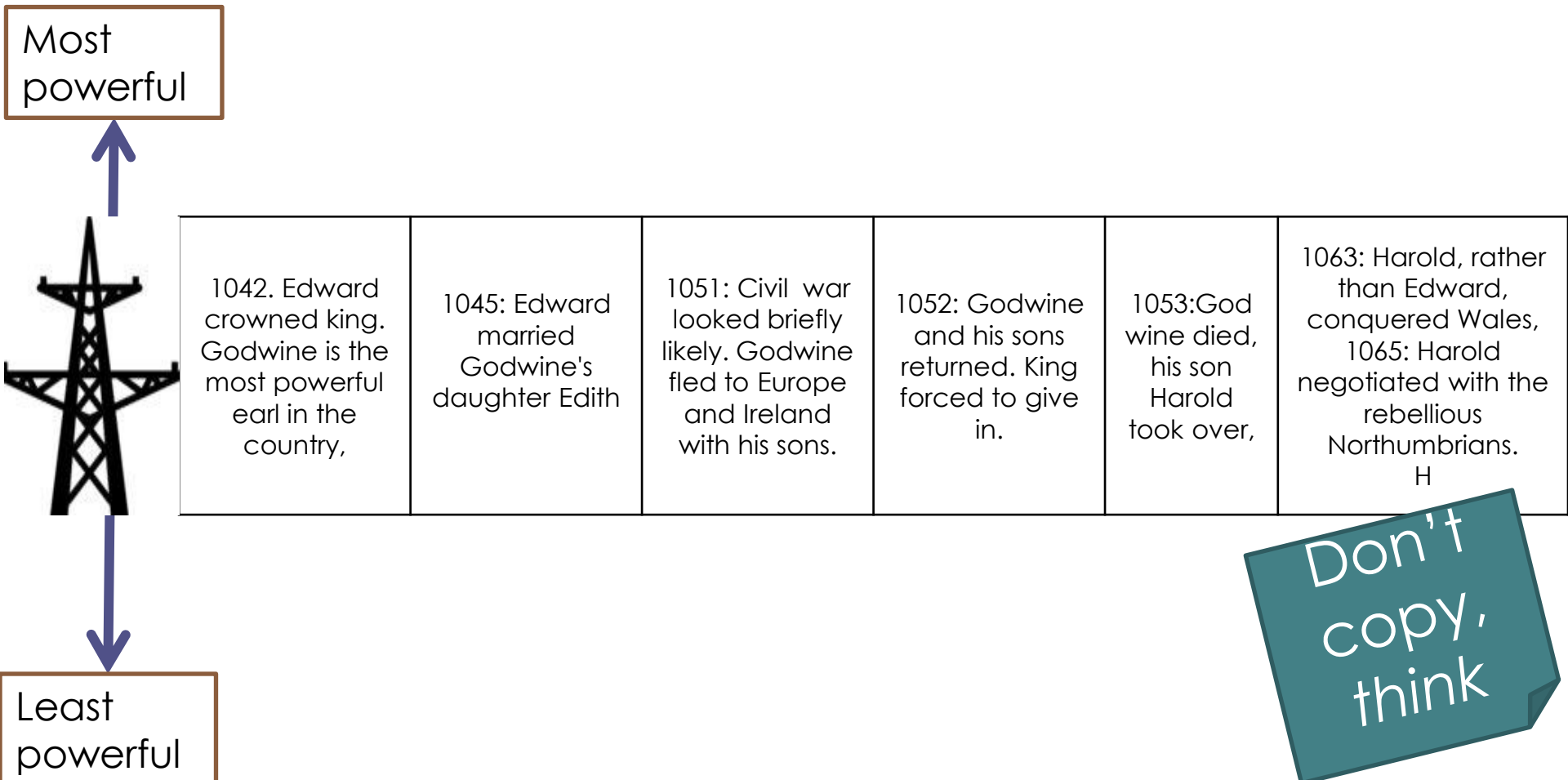
Don't copy, think

Anglo-Saxon England		Golden Age! 	Not Golden! 
R E L I G I O N	<p>In 1065 the English Church had a bad reputation. The leader of the Church was Stigand, the Archbishop of Canterbury. He did not improve the church and enjoyed his wealth and power - although the Pope disliked him, he had the support of Harold Godwinson. The Pope saw the English Church as 'backwards'; with poorly educated priests . However it was not always like this. In AD960, St Dunstan worked to end corruption, improve education and was made a saint - however Viking raids disrupted this progression and the Church declined. Before the Catholic Church came to England, the country was Pagan, but the people still believed in witchcraft, spells, elves and goblins. Sermons criticised Anglo Saxons for maintaining these old beliefs. Another religious change the English made was writing their Bible in Old English, not Latin which angered the Catholic Church. But the fact that monks continued to write in the language of the people showed the independence of the English Church. People were proud of their local religious traditions e.g. worshiping together around stone crosses, with very few church building that were remote and rural. This changed after the Norman Conquest, when William ensured every village had it's own stone church.</p>	Change & Continuity <input type="checkbox"/>	
	<p><u>Art</u>: the Alfred Jewel was the single most impressive work of art from Anglo-Saxon times, a sign of their remarkable skills. Anglo-Saxon England was famous for its metal work and engraving skills as seen in the Fuller Brooch. Also the Bayeux Tapestry skilfully embroidered by English women on the orders of their new Norman masters.</p> <p><u>Literature</u>: an 11th century scientific manuscript was discovered containing information of astronomy and a description of a far off land titled 'the Marvels of the East.' The most famous Anglo-Saxon work of fiction is 'Beowulf', a poem about a brave warrior who slays a monster. During the period monks began a history of Britain , now known as the 'Anglo-Saxon Chronicle'; a very useful source of information for historians.</p> <p><u>Buildings</u>: Anglo Saxon settlements or burhs, were surrounded by wooden walls defended by large earthworks of ditches and ramparts to keep the local community safe from attack. Although often made of wood, some Anglo-Saxon buildings were remarkably fine. The only stone building that most Anglo-Saxons might ever have walked into would have been a church. King Edward the Confessor ordered the building of a new abbey to be built in the popular Norman style - longer and taller than any other Anglo-Saxon church. It was named Westminster Abbey.</p>	Significance <input type="checkbox"/>	
	<p>English kings had strong, central control. Their land was divided into shires. In almost every shire there was one or more royal 'burh'. These were fortified towns that kept the local community safe. England was one of the wealthiest and most efficient states in eleventh century Europe.</p> <ul style="list-style-type: none"> King - considerable powers, e.g. issue new laws, to raise taxes and they had more land than anyone else. Earls - kings chief advisors, owning vast areas of land. In 1065 there were 5 earls, including the most powerful earl, Harold Godwinson of Wessex. Thegns were below the earls , again owning a lot of land, running local courts and collecting taxes. Ceorls - the majority of the population, with jobs such as carpenters and blacksmiths. Their freedoms and rights lessened over the years and by 1065, ceorls were far less independent e.g. paying rent to thegns. Thralls, or slaves, were at the bottom of society, and formed 10% of the population. They were property of their masters and could be branded like cattle. Women in Anglo Saxon England could leave adulterous husbands, were protected by sexual harassment laws, and could own land – with 5% of all English land owned by women. 	Similarity and Difference <input type="checkbox"/>	

Don't
copy,
think

Starter: the changing power of the Godwine family

Add a 'powerline' graph to the timeline of the Godwines until January 1066. How powerful were the Godwin family at different times?



Most powerful	1042. Edward the Confessor crowned king. Godwine had been accused of the murder of the new king's brother. However, he remained the most powerful earl in the country, ruling the huge and wealthy Earldom of Wessex.	1045: Edward married Godwine's daughter, Edith.	1051: After Godwine refused to punish his own men on behalf of the King, a civil war looked briefly likely. However Godwine's men refused to fight those of the king. Godwine fled to Europe and Ireland.	1052: Godwine and his sons returned. Gained support of other Earls, king forced to recognise power of Godwine again. Godwine family regain their lands. Many of Edward's Norman supporters exiled.	1053: Godwine died, his son Harold took over, continuing to consolidate the family position, appointing his supporters to key roles.	1063: Harold, rather than Edward, conquered Wales, demonstrating his power and strength as an earl. 1065: Harold again acted as the King, when he negotiated with the rebellious Northumbrians
Least powerful						

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Least powerful						

Don't copy, think

Step 1: setup two double pages: one for the town, one for the country

Medieval countryside



What's wrong with this interpretation?

Missing altogether from this interpretation:

Make it visual

Don't copy, think

Make it
visual



Workshop

1. Memory every lesson
2. Good enquiry question(s)
3. Macro/Micro?
4. Flip the learning?
5. Make it visual
6. Replace notetaking with historical thinking

Things to do:

1. Plan (ideally collaboratively) an upcoming lesson (or mini scheme) that:
 - Incorporates some recall of recent and/or far-distant learning
 - Breaks free of the textbook
 - Forces students to think, *hard*
2. Share anything that has worked for you – the more variance the better
3. Q&A – any specific issues you would like some thoughts on?

**SHOW
& TELL**

Further contact

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Next steps

Currently pencilled-in sessions still to come:

- 24th January: **Exam preparation** and skills development
- 28th February: Revising approaches to **revision**: what can we do in 10 lessons?!
- 13th June: **Vocabulary, communication and differentiation** – next steps