



Historical Association
The voice for history

Overview

These Driving Your Discussion cards from the Historical Association cover popular discussion topics in history education. Each card is linked to further reading and provides questions to explore. The cards can be used on any scale from mentoring sessions and department meetings to network meetings and conferences.



When planning to use a 'Driving your Discussion' card, we suggest:

- Have a clear agenda with the room to discuss ideas.
- Utilise the expertise in the team; it doesn't need to be the subject leader who leads all the discussions.
- Designate speakers before the meeting.
- Ensure that data questions and/or information-gathering are conducted via email.



How to ensure that your curriculum works

1. Start by discussing what history means as a department/group and what you want students to know.
2. Consider the topics that you teach and decide how they relate to these aims.
3. Are there any substantive knowledge concepts that you would change/add?
4. Consider what you remove and what you keep.
5. Link to enquiry questions.
6. Consider the assessment objectives and what you hope for students to do as a result of the knowledge and skills taught.





Developing transition between Key Stage 2 and Key Stage 3

1. Discuss in your meeting the aim of transition. Is it a shared language, appreciation of what the other teaches, delivering skills or assessment?
2. Do some preparatory reading on transition from Ofsted and the HA to gather some ideas of what other departments have done and how this could be used or developed in your setting.
3. If this is across a MAT or chain of schools, consider a host location to begin with and invite local primary teachers.
4. Liaise with the link to primary transition within the school.
5. Once you've prepared your invite, attach a basic questionnaire to ascertain what the primaries would like to know and what you would like to know from them.
6. If running workshops, assign a person/school to present on a theme and ensure that any activities can be picked up and dropped into primary level.
7. What are the outcomes going to be – a shared teacher's resource platform? Regular meetings each year?



Key Stage 2–3
transition:
Primary History 89



Getting the most from student voice

1. Discuss why you need student voice.
2. Use a questionnaire that can be duplicated each time you need it quickly and shared to year groups.
3. Choose questions that will benefit your department/school evaluation at the end of the year.
4. Discuss how you might use this as effective quality assurance as a head of subject or for history in your school.
5. Can you share the workload in creating these between teams in different schools or teams within the school?
6. Consider the following statements for discussion:
 - I have received feedback that I have understood.
 - I have learned in a variety of ways.
 - I feel supported in lessons to do well.





Curriculum development – teaching empire

1. Look at what you currently teach on empire and where it fits.
2. What recent thinking has been carried out on this? Search for HA articles and other resources and share as a department/network – suggestions include *Empireland* and *Victoria's Empire*.
3. Consider the enquiry question first – what is it that you want students to understand from this scheme of work?
4. Consider the approach – are you going to look at just one case study of empire? How do you look at the scale, size and accumulation of countries within the empire? How do you consider the legacy of empire?
5. What links can you make to other empires studied at Key Stage 2 or 3? Can you draw the slave trade and Industrial Revolution into the scheme?
6. Delegate lessons or work collaboratively and consider the evidence and skills that you use in the lessons.
7. Review the progress of lessons and teach a few as a trial to see how they work, making adjustments where needed.
8. Review and discuss at your next meeting.



The British
 Empire on trial:
The Historian 150



Navigating the imperial
 history wars:
Teaching History 187



Ofsted preparations

1. Do some research into Ofsted's most recent review of history in schools – they are currently looking at local history, skills and literacy being embedded across lessons and students knowing where they are in their learning.
2. Create a page summary for your department/trust so that everyone knows the key messages about history and how the topics that they teach link together.
3. Dedicate some training time to check that teachers are aware of how the curriculum is constructed (particularly useful for new staff).
4. Consider creating a folder/resource that contains some of the following:
 - department timetable
 - marking guidance and what it should look like
 - assessment examples, e.g. assessment booklet if you use one
 - curriculum map – topics taught and the sequence and rationale
5. Questions to consider:
 - How did you design your curriculum?
 - What are the substantive concepts that you want students to know?
 - How do students progress in history?
 - What does breadth look like in history?
 - What is your model of progression in history?
 - How well do you communicate your intentions, values and progress?





Creating a deeper use of literacy

1. What should a deeper sense of literacy look like in your department/school/MAT?
 2. Plan to tackle this over several years and consider the different approaches, from activities in class to what is in the classroom, e.g. access to history books, to the culture that you create.
 3. Examples to talk about:
 - reading libraries – books in classrooms
 - reading competitions
 - buying books from second-hand shops
 - using a core text within your curriculum
- embedding lessons that utilise reading techniques
 - creating an extended reading pack of articles for GCSE and A-level
 - showcasing historians and how they write – take a trip to a literature festival





Extending A-level provision

1. Start by identifying what you want extended provision to look like in the subject.
2. What different activities could you use to get students extending their reading? How can you check that it is being done? How might you reward students?
3. Are there competitions that you could encourage students to take part in, e.g. The Great Debate?
4. If you were to create a list of podcasts for students, what would you include?
5. Ask students what they would like.
6. How will you review the new provision?





Curriculum developing – women across the curriculum

1. Before the meeting, read Boyd's article from *Teaching History* 175.
2. Review where you currently have scope to broaden the offer of women's history.
3. Potential questions to ask:
 - Are there any barriers to teaching women's history?
 - What solutions could we use?
 - Where can you currently teach more women's history?
 - What stories/individuals do we know as a team?
 - What new history could we incorporate?
 - What examples can we find to share?
4. Delegate sections of your curriculum to incorporate more women's history – either as individuals or as part of a better grasp of a period.
5. Consider reading about medieval women from the link below and ask the department/network their thoughts on what is possible.
6. Consider some of the following examples to start a discussion on who could be included:
 - Noor Inayat Khan
 - Queen Matilda
 - Ada Lovelace
 - Rosa Parks
 - Flora Sandes



How should women's
history be included at KS3?
Teaching History 175



(Un)exceptional
women:
The Historian 154



Assessing history at Key Stage 3

1. Consider sharing the *Teaching History* article below before the meeting so that everyone can come with ideas to discuss.
2. Start by discussing what the purpose of assessment in history is and what you want to achieve in terms of the development of assessment at Key Stage 3.
3. Consider the range of assessment strategies that can be used and how you might use these throughout an academic year or key stage.
4. Potential questions to ask within the department/network:
 - What invisible assessment happens throughout lessons and what do you do with this knowledge?
 - How do we want to assess substantive knowledge, disciplinary knowledge and knowledge of how an historian that students have studied establishes their claim?
5. Consider drafting a plan of what assessment will look like across the academic year for one year group. Consider drafting an assessment together in the meeting to be trialled before the next meeting, to allow further discussion and adaptation to ensure that the assessment actually meets your/ your student's needs.
 - How could we assess a student's ability to draw on knowledge taught throughout the key stage?
 - How can we use assessment to provide future teaching opportunities?
 - How do we want to keep a record of student assessment?



Rescuing assessment from 'knowledge-rich gone wrong':
Teaching History 193



Assessing history at Key Stage 4

1. What is driving your approach to assessment? Is it a top-down approach driven by SLT or are you driven by the ideology of your team?
2. What is your current assessment model?
3. What is the frequency of assessment at Key Stage 4?
4. How are you balancing assessment and staff wellbeing?
5. How are assessments fed back to students?
6. Are you covering all the assessment types from the exam? How often should you revisit each question type?
7. How do you account for the fact that history is non-linear when using assessment to learn about your students' historical knowledge and understanding?
8. How are you acting on the information that the assessment provides?
9. How thorough are you in preparing your Key Stage 3 students for the rigour of Key Stage 4 assessment without just doing more GCSE questions?





Supporting SEND provision

1. Start by identifying the needs of students in your school/trust. Do they already have supporting documents, such as a MyPlan or EHCP?
2. Define success for SEND students in the class/year group/key stage.
3. Discuss effective strategies already in place at your school/trust/network, perhaps including the SENDCo in this discussion.
4. Potential questions to discuss:
 - Is there a success story that you can share?
 - What opportunities are there to differentiate within the class/topic?
 - Do history lessons offer clear and consistent routines that could be helpful for SEND students?
- How is scaffolding used effectively and removed?
- What is the biggest challenge in the class/year group?
- How are teaching assistants (if available!) utilised effectively?
- Do SEND students see themselves in the curriculum?
- What is the intended end point and what does success look like?
5. Identify a strategy to employ for specific students or needs.
6. Aim to revisit the student(s) in mind in a future meeting.



Making history accessible:
Historical Association



Effective use of TAs



Joanne Philpott article SEND



Scaffolding Year 8 and Year 11 writing



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Developing oracy

1. Why is developing oracy in history important for students?
2. What do we want Year 13 students to be able to do in terms of discussing history?
3. What pedagogies do we already use to promote the development of oracy and what could we add to the curriculum?
4. You could consider the relationship between oracy and literacy.
5. How will oracy be assessed?
6. Do we provide extra-curricular opportunities for students to develop their oracy skills?



Articles from
chattering classes:
Teaching History 148



Curriculum developing – teaching race

1. How can teachers in the department/network become more comfortable and confident in teaching about race?
 2. What subject knowledge gaps do teachers have and how can these be bridged?
 3. Share Kay Traille's article from *TH 127* below with members of the meeting and reflect on:
 - Where in the curriculum do students currently encounter race? Do students study pre-colonial African, indigenous and Asian histories?
 - Discuss the ethical issues around teaching race and histories that can potentially hurt, trigger or traumatise.
- Consider:
- agency and resistance
 - language
 - sources and voice
 - the use of images of racial violence
4. How is/will the social construction of race be explored as an explicit feature of transatlantic slavery?
 5. How is the conceptual understanding of the development of race, its impact and legacies progressively developed in the curriculum?
 6. How is the conceptual understanding of the development of race, its impact and legacies progressively developed in the curriculum from Key Stage 3 to 5?



Teaching
history hurts:
Teaching History 127



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Supporting history within Curriculum for Wales

Designing a curriculum with purpose: from coverage to uncoverage

1. Consider learners' needs, context and interests. How is your history curriculum enabling learners to develop towards the four purposes?
2. When evaluating your curriculum offer, why is it worthwhile to your learners at this point of their development?
3. Are there any substantive knowledge concepts that you would change/add?

As a team/network, watch the following video.

- How is each element of your curriculum 'uncovering' the world to your learners?

- How is your curriculum sequenced to support learners' development towards the capacities and dispositions underpinning the four purposes?

Curriculum for Wales: YouTube

- **Follow-up:** As you deepen your understanding of the Curriculum for Wales framework, how can the following resource support the ongoing design and evaluation of your history curriculum?



Curriculum
for Wales:
YouTube



Repository:
Hwb



Enquiry questions

Discussing Michael Riley's 'Into the Key Stage 3 history garden: choosing and planting your enquiry questions'

1. Share the article with the members of your department or meeting group. Ask them to read the article and bring a copy to the department meeting.
2. Explain why you think that this article could be useful (despite the fact that it was written for an earlier version of the National Curriculum) and how it fits into something on which you are collectively working.
3. In the meeting, discuss the questions below as a team:
 - Which is the strongest enquiry question in your curriculum? Which works best? Why?
 - Which is the weakest enquiry question in your curriculum? Why?
 - How could you improve this enquiry? Is it about changing the question, the structure or the content?
 - Are there any other 'dodgy' enquiry questions lurking in your curriculum?
 - How can you also use enquiry questions at Key Stages 4 and 5?

