Inclusion in History

Inclusion in History at Broughton means ensuring that all pupils, irrespective of their starting points or individual needs, feel valued and confident in their learning. We believe that all pupils should have access to a diverse and knowledge rich curriculum that is challenging but structured in a way which makes it accessible to all.

History is a subject which helps pupils make sense of the world around them and we want all our pupils to feel empowered and able to take part in discussions relating to current affairs and to see the relevance of History to their own lives. As such, inclusion in the History department is also about allowing pupils to see themselves in History and to identify the shared experiences which link them to communities in the past. We strive to achieve this with a diverse and ambitious curriculum. Wherever possible we use examples of local history to engage pupils and support their understanding of how history has shaped the communities in which they live. History can be uncomfortable at times, especially when discussing issues such as the marginalisation or persecution of certain groups. It is essential that pupils learn this History but do not feel vulnerable, which is why inclusivity needs to be at the heart of our curriculum.

History is an academically demanding subject, rooted in reading and writing. Pupils are expected to engage with often complex text as well as analysing a arrange of source material for meaning and purpose. The literacy demands of the subject can be a barrier for some pupils, especially those with SEND. They may struggle with writing at length, complex vocabulary and confidence in articulating their ideas. We use a range of strategies to support pupils in developing their confidence including modelling, guided reading of text, think-write-pair-share and explicit vocabulary instruction (for example, use of Frayer models for exploring etymology and introducing new words).

The History curriculum has been carefully planned and sequenced to ensure pupils develop the skills and knowledge to make progress. Whilst taught chronologically to enable pupils to develop their mental schema of History, certain key concepts are "bumped into" repeatedly in different contexts to allow pupils to have a secure understanding of them. For example, the idea of hierarchical societies is looked at within the context of Medieval Europe, pre-Revolutionary France and Industrial Britain. Explicit links are made with prior learning to allow pupils to revisit key ideas and develop their understanding pf patterns in History.

At GCSE, pupils are expected to sit the same assessments and so this is the expectation at KS3. However, teachers guide and support pupils through careful explanation of key concepts, modelling of written paragraphs and scaffolding of tasks where appropriate in order for all pupils to access assessment material. Teachers use adaptive teaching methods to monitor progress, identifying gaps or misconceptions and addressing them in real time. Book scrutiny within the department shows high expectations for all pupils, irrespective of class or teacher. Staff in the department make good use of information in pupil passports to ensure any potential barriers to pupil progress are minimised. This means careful consideration of seating plans and deployment of TA support within lessons.

Behaviour expectations are clear and the climate for learning in all History classrooms is calm and purposeful. This creates a space where pupils feel secure and ensures learning takes place without interruption. We also recognise the importance of clear and consistent routines in supporting pupils with SEND.

We promote inclusivity in lessons through encouraging all pupils to take an active part in lessons. This is achieved through well embedded use of whiteboard work and structured opportunities for paired/small group discussion to allow all pupils to have the opportunity to share their thoughts in a safe an non-threatening way.

The department is staffed by highly competent subject specialists who engage enthusiastically with CPD and are constantly striving to develop our curriculum offer. Teachers have access to the latest pedagogical thinking through the Historical Association. Our curriculum is constantly evolving; department time is dedicated to collaborative planning and refining units of work.

In summary, the History Department at Broughton strives to be one of inclusivity and encouragement where all pupils, irrespective of their starting points or background feel welcome, valued and confident in their own learning.

Our Inclusive Teaching and Learning Principles in History

1: We create a warm, welcoming and purposeful learning environment with high expectations Clear routines are embedded within every History classroom. Seating plans are used and updated half termly, the whole school behaviour and reward policy is adhered to which allows learning to take place uninterrupted. As a department we value string relationships and strive to ensure the climate for learning in every classroom is one rooted in mutual respect. Lessons are calm, purposeful and pupil voice suggests that pupils feel safe and secure.	**6. We provide targeted marking and feedback** Pupils are assessed through a mixture of diagnostic knowledge tests that test purely knowledge and check for misconceptions. These are given a raw mark and percentage and allows pupils who struggle with extended writing an opportunity to perform well. Pupils also sit a maximum of four formal extended written assessments. These are marked and pupils given explicit instructions on how to improve their work and time dedicated to feedback.
2: We ask quality questions which engage *all* students Questioning is used to test pupils understanding and to extend their thinking. Use of follow-on questions allows pupils to develop their verbal responses, giving explanation of justification for their thinking. To support pupils, teachers pose questions and allow thinking time before asking pupils to respond. Responses may be taken through use of cold calling, or through use of whiteboards. Paired discussion is used where appropriate to allow pupils to "practice" their answer and refine it before sharing their thoughts with the whole class. This promotes inclusivity through creating a low-threat climate of engagement.	**7. We foster effective oracy and communication skills** The expectation is that all pupils have the opportunity to contribute in every lesson. This is achieved through the use of whiteboards, structured paired discussion and feedback. These discussions often form the basis for written work, allowing pupils to think and refine their answers before committing them to paper. Pupils are expected to use subject specific vocabulary in verbal and written responses, and teachers may ask them to rephrase or use more complex vocabulary to ensure their answers are clear and accurate.
3. We provide clear and structured explanations Teachers break down new material with careful explanation, liking with prior learning where appropriate. Teacher also model new vocabulary, exploring the etymology of new words and giving worked examples of their use. Analogies are used where appropriate to help pupils understand complex ideas. We often find that modern-day examples and current affairs link to topics pupils study in History, and these can be used to help pupils relate to events in the past.	**8. We develop academic reading skills** Pupils are exposed to a variety of texts including challenging scholarship. Pupils are supported in deciphering complex texts through use of modelling, guided reading activities and explicit teaching of new vocabulary.
4. We model excellence at all times Teachers model excellence through their professionalism in talking to students, there is an expectation that all interactions are respectful at all times. Teachers also model expectations in terms of presentation in books, using exemplars of good practice from pupils books and modelling how to set out work.	**9. We use adaptive teaching strategies for our vulnerable students** Teachers offer support through scaffolding of written tasks, chunking of information/instructions. Teachers regularly check for misconceptions and adapt explanations/reteach elements of lessons accordingly.
5. We teach to enhance long-term memory and retention We achieve this through routine use of recall questions and quizzes at the start of lessons and the explicit teaching and modelling of revision strategies. Opportunities for pupils to create revision resources are built into less time and homework tasks. At KS4 pupil workbooks provide a clearly structured and organised revision tool in preparation for GCSE.	**10. We set appropriate, challenging and inspiring homework tasks** Our aim is for homework to reinforce learning. Tasks are varied and include the learning of new vocabulary (spellings and definitions), recall tasks (these may be short answer quizzes or at KS4 Seneca learning tasks), learning postcards.