



Huntington Research School

Huntington Road, Huntington, York, YO32 9WT. Tel: 01904 752100

Email: HuntResearchSch@gmail.com

Headteacher: Mr J M Tomsett

No.	Title	Session skeleton
1	Making the content possible (and even enjoyable)	<p>HJR introduction: focus of, (and need for!) the session and some key aspects to remember (memory load, professional judgement calls, importance of expertise in content, exam-based decisions etc) (10 mins)</p> <p>HJR delivery: 5-10 (tbc) methods of delivering content in more accessible, engaging and interesting ways (35 mins)</p> <p>Workshop to apply 1-2 methods to an upcoming lesson or sequence of lessons (More productive if teachers had a computer and/or textbook with them!) (25 mins)</p> <p>Reflections, Q&A, show & tell and next steps to wrap up.</p>
2	Don't just run the marathon: improving exam preparation with deliberate practice	<p>HJR introduction: <i>Making Good Progress</i> and the exam question issue. If the old model of exam prep no longer works, how can we fix this and assess historical knowledge and understanding better at the same time?</p> <p>HJR delivery: some worked examples of what this could look like in History with a range of GCSE tasks. Writing extended responses focus: GCSE and A-level. Checklists, breakdowns to formative elements, activities that might help students practice their written expression about the past.</p> <p>Workshop to apply: teachers should bring a sample exam paper that incorporates an extended writing (essay) style question.</p> <p>Reflections, Q&A, show & tell and next steps to wrap up.</p>
3	Revising approaches to revision: what can I do in 15 lessons?	<p>HJR introduction: the problem of memory, revision and the new curriculum, especially on the first run at it! Sense of period, chronology and other elements</p> <p>HJR delivery: one solution - the Huntington History Dept model and the research underpinning it.</p> <p>Workshop: Plan revision lessons (and the period building up to it) to maximise impact in minimal time.</p> <p>Reflections, Q&A, show & tell and next steps to wrap up.</p>
4?	Next steps: Vocabulary, communication and differentiation	<p>HJR introduction: the <i>British Medical Journal</i> and the problem of differentiation at GCSE history. Vocabulary and communication – the specific challenges of history (period-specific language and vocab, conceptual Tier 2 writing as well!) Whole-school vs departmental</p> <p>HJR delivery: topic vocab maps, vocabulary timelines, etymology etc (more to come here!)</p> <p>Hive mind – what can we come up with to fix? Sharing is caring.</p> <p>Workshop: planning resources to use in one GCSE unit next year.</p> <p>Reflections, Q&A, show & tell and next steps to wrap up.</p>