

	SEDD Session Planner Overview:	Delivered by (staff name and school):	Start time:	Finish time:
SEDD 1 25/09/20	<u>KS2 & KS3 History</u> <ul style="list-style-type: none"> • An introduction to teaching history: educational traditions, key debates and different approaches • Current issues/changes in the history curriculum • KS2 NC content & skills and transition to the KS3 NC • Most commonly taught KS3 topics (use to further inform SKATs) • Engaging KS3 lesson activities • Remote/virtual and 'blended' learning in history • Useful history websites, online resources, etc. 	Susan Ingram Shotton Hall		
SEDD 2 30/09/20	<u>Planning KS3 History lessons</u> <ul style="list-style-type: none"> • Model how to plan 4 part lessons effectively for KS3 history (SOL) • Short, medium & long term planning • KS3 curriculum intent, implementation and impact • KS3 curriculum design: sequencing & rationale for curriculum choices • Using retrieval and spaced practice to build automatic recall • Common KS3 misconceptions: identifying and addressing them 	Andrea Furness-Balmer Easington		
SEDD 3 12/10/20	<u>KS3 History assessment</u> <ul style="list-style-type: none"> • KS3 assessment (formative and summative) and use of WAGOLLS • Marking and feedback in history: model how to do this effectively • Subject specific AFL strategies • Planning effective KS3 homework 	Emma McAnaney Bedlington		
SEDD 4 21/10/20	<u>KS4 History</u> <ul style="list-style-type: none"> • GCSE specifications- how they differ in terms of content & assessment • Transition from the KS3 to KS4 history 	Susan Ingram Shotton Hall		

	<ul style="list-style-type: none"> GCSE- commonly taught topics (use to further inform SKATs) Common KS4 misconceptions: identifying and addressing them Share powerful analogies, illustrations, examples, explanations and demonstrations for KS4 			
SEDD 5 04/11/20	<p><u>KS4 assessment</u></p> <ul style="list-style-type: none"> GCSE assessment (formative and summative) & use of WAGOLLS Marking and feedback at GCSE: model how to do this effectively Teaching GCSE exam skills (how to teach each question ‘type’) Tips from examiners and utilising examiners’ reports KS4 lesson planning (short, medium and long term) Planning effective KS4 homework 	Susan Ingram Shotton Hall		
SEDD 6 09/11/20	<p><u>Teaching the Holocaust</u></p> <ul style="list-style-type: none"> Defining the Holocaust and why do we teach it? What issues does this present for us as educators? Practical classroom strategies Approaching other challenging topics in history lessons Reactive session- troubleshooting 	Susan Ingram Shotton Hall		
SEDD 7 01/02/21	<p><u>Challenge and Support in history lessons</u></p> <ul style="list-style-type: none"> Teaching to the top in history (specific strategies/resources) Critical thinking in history Questioning for challenge, including key hinge concepts How to help students master difficult subject-specific content Differentiation, scaffolding and subject-specific <u>SEND</u> strategies/resources 	Emma McAnaney Bedlington		

SEDD 8 12/03/21	<u>SMSC and Cross-curricular links</u> <ul style="list-style-type: none"> • SMSC and British values- incorporating and promoting these in history • Literacy and numeracy opportunities (examples and resources) • Cross-curricular links • Teaching a second subject e.g. geography or RE 	Andrea Furness-Balmer Easington		
SEDD 9 19/03/21	<u>KS5 History</u> <ul style="list-style-type: none"> • KS5 history and the transition from KS4 (content & skills) • A level specifications: how content and assessment differs across exam boards • A level commonly taught topics (use to further inform SKATs) • A level history lesson activities: how to engage and challenge • A level history marking 	Simon Henderson Teesdale School		
SEDD 10 30/04/21	<u>Early Career advice and Troubleshooting</u> <ul style="list-style-type: none"> • Learning outside the classroom in history & extracurricular opportunities • The NQT year and beyond- advice for subject specific career pathways & CPD opportunities • Interview practice/training in your subject (common tasks, questions or pitfalls) • Reactive session- troubleshooting 	Emma McAnaney Bedlington		