

Welcome to **TMSouthHistorians** revamped **T&L Times**. We aim to help share the great history teaching going on up and down the country, in conjunction with our newly created [blog](#) and our first TMSouthHistorians event on the [23rd June](#).

Today's issue includes:

- Recap Starters and Retrieval Practice
- Revision Clocks and Quilts
- Questioning Techniques
- Tweets that caught our eye
- Teaching Events coming up

Hope you enjoy the read and takeaway some useful and practical ideas.

The TMSouthHistorians Team

Mingling: Tea, Toast and Talking (9:30 – 10:00) Welcome: James, Lucy and Claire (10:00 – 10:20) Quick Wins: 10 x 1 minute wonders (10:20 – 10:30)				
10:30 - 11:10	Session 1A: Time Machine Not Included Nick Shepley @NickShepley	Session 1B: Supporting Students through tough subjects Alasdair Richardson @drajrichardson	Session 1C: International History and E-Twinning Alice Southern @MissSouthern23	Session 1D: A smorgasbord of ideas for History Teachers James Mosley @Jmosley_History
11:10 - 11:45	Session 2A: Teaching Interpretations Claire Allen @Ms_C_Allen	Session 2B: Exam Questions Toolkit Lucy Ryall @Lryall_History	Session 2C: Empathy Activities to Engage Learning Mal Krishnasamy @MalCPD	Session 2D: TBC
Break: Biscuits and Treats (11:45 -12:00) Sharing is Caring Part 1: 5 x 10 minute sessions Danielle Dance (@missddance) Martyn Bajkowski (@BajkowskiMr) Rachel Lines (@historyweights) Emma James (@MrsJHistory) Alex Fairlamb (@lamb_heart_tea)				
Lunch: Food Provided (12:50 – 1:20)				
1:20 - 2:00	Session 3A: TBC	Session 3B: Teaching Conceptual Understanding at KS3 Rachel Cook @misscookhistory	Session 3C: Imbedding Literacy and Oracy in History James Mosley @Jmosley_history	Session 3D: TBC
2:00 - 2:50	Sharing is Caring Part 1: 5 x 10 minute sessions Ian Carse (@cahumanities) Abbey Willoughby (@histapprentice) Lucy Ryall (@Lryall_History) Heather Mary James (@LDNHumsTeacher) Pippa Stannard & Tabitha Cook (@pippstannard & @mrs_t_cook)			
Goodbyes, Thank Yous and Name (3:00)				

**SATURDAY
23RD JUNE
POOLE
DORSET
BH15 2WB**

#TMSouth

THE SOUTH'S
FIRST
DEDICATED
TEACHMEET
FOR HISTORY
TEACHERS

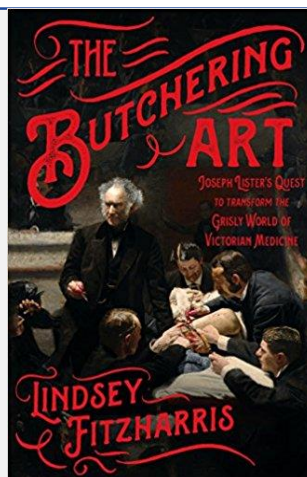
We have recently released our provisional plan for #TMSouthHistorians

Read Me:

The Butchering Art By Lindsey Fitzharris

A must read for anyone who teaches a history of medicine unit. Fitzharris, (the creator of the YouTube series "[Under the knife](#)", check it out) brings to life surgery in the 19th century, and it is a great book to top up your subject knowledge, I for one learnt about the friction between Simpson and Lister. I highly recommend this as a holiday read as long as you're a fan of gory anecdotes, who isn't?

Rating:



People to follow:



@MrAllsopHistory

A great person to follow who has recently shared his Quiz generator to create printable layouts for Battleships, Blockbusters and Connect Four as well as normal quizzes



@BajkowskiMr

A head of history who recently shared his well received idea of Medicine Squads, which is worth a check to help students consolidate a medicine through time topic.



@mrfitzhist

A must follow, an NQT who creates and shares great resources for History and also Politics. We really loved his British Empire and Tea lesson.

Revision Clock

The concept behind a revision clock has been around for a while now (I'm sorry I don't know who originally created the idea) and it is a great way to get students to revise a topic.

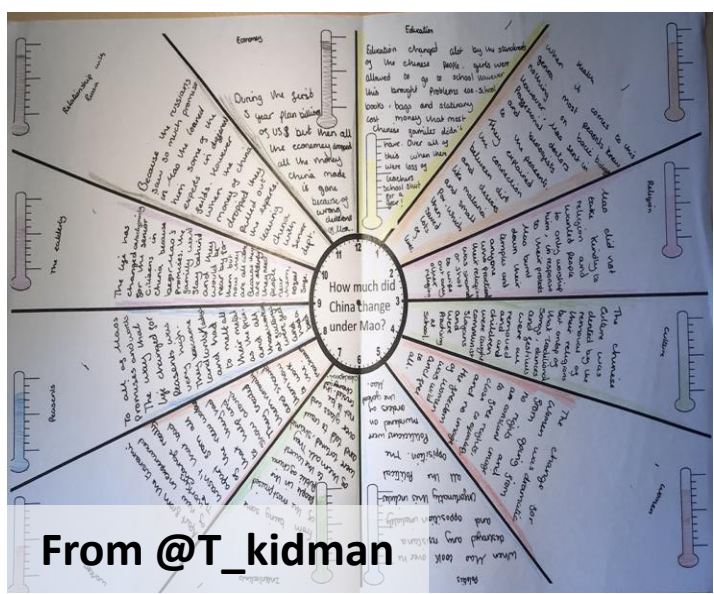
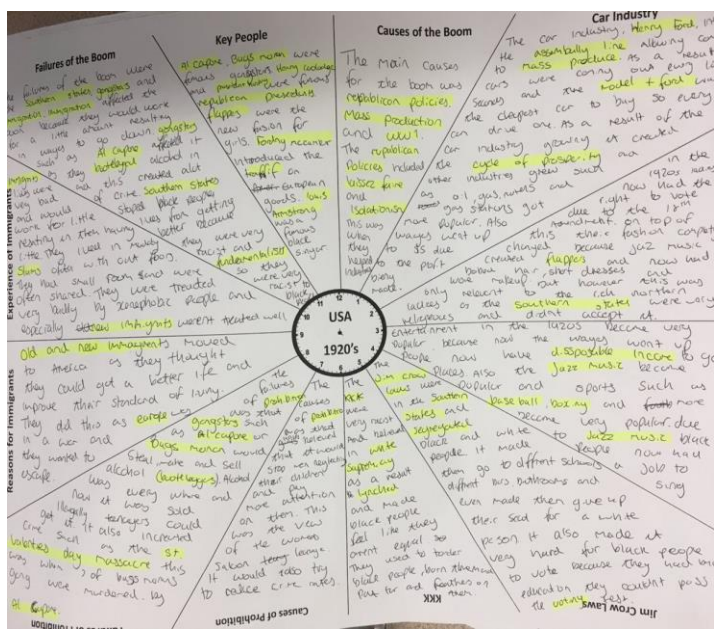
To create a revision clock all you have to do is divide a topic into twelve sections with headings for each, this can be printed onto an A3 sheet and students can be given the clock and divide a double page themselves. As a neat freak there are students I have to give a sheet to.

Students then have 5 minutes to fill each section with key facts, people, events and details relevant to the heading. You could also adapt it so that they have 2 minutes on their own, 2 minutes to look through their book and then 1 minute with the person next to them.

PGCE teacher @T_kidman tweaked the idea by including "Change-o-meters" so students could then evaluate how much change occurred when they were studying the impact of Mao on China.

Our very own @Jmosley_history projects the worksheet onto the board and places images in each section to act as visual prompts to support students. You could also give some student the key events and people and they must place them in the correct section and then explain them.

These are great for lessons and homework, as students end up with a detailed sheet for revision and planning wise they are quick and simple to do.



From @T_kidman

Key words
Prosperity
Discrimination
Xenophobia
Racism
Democrats
Republicans
Protest

Task:
You have 5 minutes per section.
Use the images as prompts to sum up the topics in as much detail.

Title: America: 1920

Challenge Task: How much did America change from 1919-73?

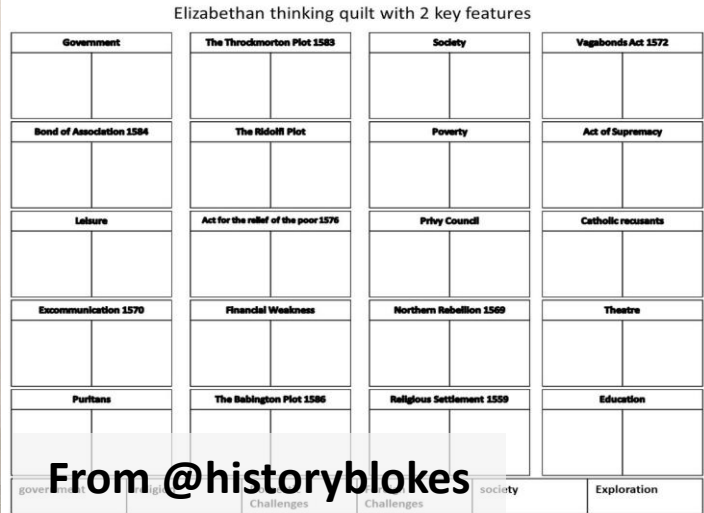
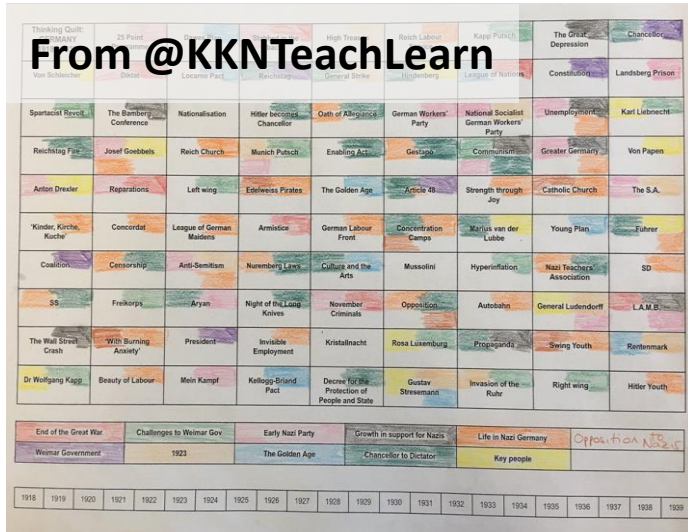
- To describe key people, events, words about America 1919-73
- To explain how life in America changed between 1919- 73.

Revision Quilts

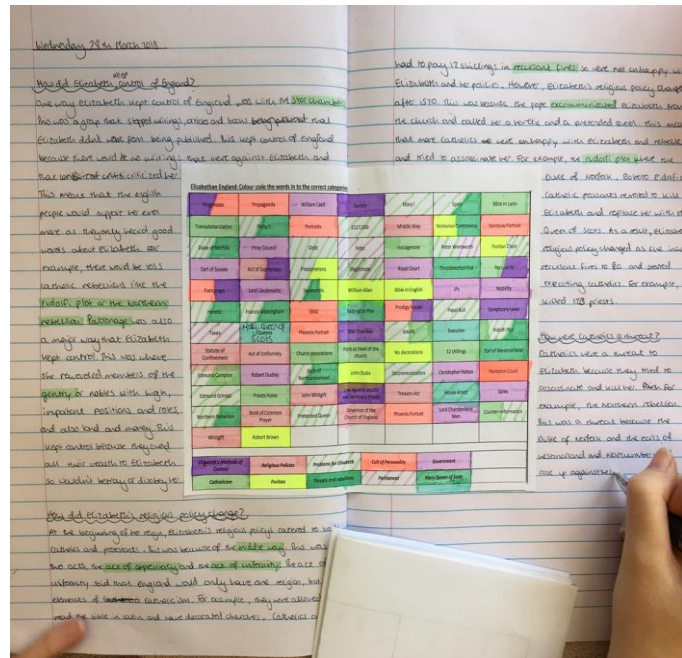
Another great resource and activity to get students to revise and recap a topic. Originally created by @KKNTeachLearn it has been adapted and tweaked by teachers across twitter. The original idea involves creating a grid of key words for a unit/topic, with students then being given categories to sort them into. Students then spend the time deciding which key words go in which category, this helps students recall what the words mean and understand what topics/questions they should use each key word for.

Adaptions we have seen:

- Once it is completed they have a list of the key words they need to know and understand which are great for class hot-seating and recall, students can have these sheets out in front of them and test each others knowledge of the key words.
- @historyblokes have adapted the idea by giving a space for students to give two features of the key words after categorising them.
- Any word students cant work out straight away students annotate and add the definition around the sheet



- Add an extension to the task where students are given questions that they answer around the outside of the quilt. Students are given a target of how many key words from the sheet they should use, students highlight them to identify them. This activity helps identify if students really understand the key words and categories and can use them in potential questions.
- Leave the categories or key words blank and students need to work it out and fill it for themselves.



Recap Starters & Retrieval Practice

With exams fast approaching recap starters are a great way to revisit previous topics and assess students understanding. We have recently shared a lot of different ideas on our [blog](#) but here are some of our favourites.

Retrieval Grid

This idea took the Teaching Twitter world by storm, originally created by @History87 there have been numerous adaptations since. Kate has written about this in more detail on her [website](#), which we highly recommend a visit. This idea works by getting students to recap previous topics, with older topics being worth more points and more recently studied topics being worth less points. Students are given a certain amount of time or amount of questions to answer and compete to get the most points. The questions can be chosen at random but I've been recording common misconceptions from students books and then using them in these starters. I also print the grid off and get students to stick them in their books, this can then be used as a homework task where students answer the rest.

Speak like a Historian

This starter idea originally came from @KKNTeachLearn and @Jennnnnn_x, students work with the person next to them and use the words in the grid to answer the question verbally. Students score points for certain words they use and lose points for using banned words. The addition of scores helps add that competitive element. I added in a literacy column to embed particular phrases. The main aim of this starter is to get students to "speak like a historian" and build up oracy in the classroom, and hopefully have this translate into their writing, as many students write how they speak.

Find the link

This starter idea was inspired by the TV show *Only Connect*, students have to work out which words link together. Students have to use their knowledge of the key words to work the links. Students can then be asked to use the words in a couple of sentences to prove the link. You can then choose some of the harder key words and get the class to expand on them using their prior knowledge.

Retrieval Practice Challenge Grid!

What's your score? 🏆

Who was Head of the Cheka in 1917?	Explain the term bourgeoisie.	Who was Anatoly Lunacharsky?	List four different enemies of the Cheka.
Describe Khrushchev's attitude towards religion.	Explain the term 'Proletkult'.	List three aims of the NEP.	What was the October 1917 Decree on Land?
Explain the term 'show trial'.	Who was Patriarch Tikhon?	What were the aims of agitprop?	Describe one strength and one weakness of War Communism.

From @History87 two weeks ago (3) Further back! (4)

If you can speak like a Geographer... *Speak*

'Ageing populations create benefits and challenges for countries such as the UK.' To what extent do you agree with this statement.

Verbally tell the person sitting next to you your answer to this question. They will give you points for every word you use accurately. They will minus points for words in the banned word column.

1 point	2 points	3 points	4 points	-1 point
Pensions	Grey vote	Social	Japan	Like
Taxes	Healthcare/NHS	Economic	Retirement age	Ern
Illness	Birth rate	Life expectancy	Grey pound	I think
education	Care home	dependence	Population structure	

WRITE You From @Jennnnnn_X

1 Point	2 Point	3 point	-1 Point
To some extent	Communism	Arms Races	It could be argued
At first glance	Soviet Union	Berlin Blockade	Maybe
At face value	Spreading	1949	Might
Fundamentally	Nuclear Weapon	China	Umm/Urr
Vital		Cominform	Like

Key words
 Southern States
 Jim Crow Laws
 Lynching
 Segregation
 NAACP
 Harlem Renaissance

Title: Were the 1920's a Boom or Bust for African Americans?

Find the Link: Which words link together? What is the link?

Moonshine	Textiles Industry	Weak Trade Unions	St Valentines Day Massacre
Farmers	Xenophobia	Speakeasy	Rural Areas
Isolationism	Al Capone	African Americans	Low Wages
Ellis Island	Laissez Faire	Slums	Segregated Individualism

Challenge Task: Can you describe and provide statistics about the key words
 To describe problems faced by African Americans in the 1920s
 To evaluate the improvements made to the lives of African Americans in the 1920s

Questioning

Questioning is the main tool in a teachers arsenal to help us assess a student's understanding. Getting your questioning right can take a while, we were recently contacted by an NQT who wanted help and advice for their questioning. Below we have collated what the generous world of twitter has shared and suggested.

<p><i>Cold Calling</i></p>	<p>This is no hands up questioning. The main benefit of this is that it forces students to be listening during the lesson as they know they can be picked on at any moment. This also allows your questions to be targeted, choose one student to start a discussion and get others to expand. If a student cant answer a question, inform them you will come back to them and will expect them to have an answer by the end of the lesson.</p>
<p><i>Pose, Pause, Pounce, Bounce.</i></p>	<p>A simple pattern to follow. Pose (ask) the question, Pause (allow for thinking time), choose your student to answer the question. Bounce the topic around the class by getting others to either expand or counter the point given.</p>
<p><i>ABC Questioning</i></p>	<p>This technique can allow students to develop and really delve into a question. When asking a question to the class and after getting the first response get other students to either Add – Give an example / Build – expand the point / Contrast – counter the argument given. Aid the discussion by giving phrases to use when answering, this really helps build and aid oracy, for example when Contrasting prompt students to use ;however, nevertheless, contrastingly etc.</p>
<p><i>Hot Seating</i></p>	<p>One student is chosen (this could be one of the most able) they then must answer questions from the class and teacher. These can be closed for quick factual recall or open to illicit a more complex response. The rest of the class could be given a question matrix to help them construct their questions</p>
<p><i>Rapid Fire</i></p>	<p>This type of questioning is good to assess knowledge and retention from previous lessons. Quickly and “randomly” ask the class closed questions. This allows you to quickly assess students understanding. It can also be used to reengage classes when they are flagging to stop the lesson and recap the topic so far.</p>

Top Tips for Questioning from Twitter:

- **@Bajkowski** – Have an overall enquiry question so your questioning and students responses build up to answer it.
- **@Colettewatson19** – Plan questions ahead – I used to write mine down.
- **@MrJPteach** – Don't forget waiting time too, so pupils can actually compose an answer
- **@C_sillet** – “High Level” question relies entirely on specific subject knowledge check this through factual recall questions

Think and Discuss:

What was the most effective way Elizabeth kept control of England?

Add
For example


Build
Furthermore
Moreover
Additionally
Also

Contrast
However
Nonetheless
Nevertheless



Challenge Phrases: At first glance At face value

Tweets that caught our eye



Boyfriend Loves board game, I love history. This is definitely the best way to spend our anniversary.

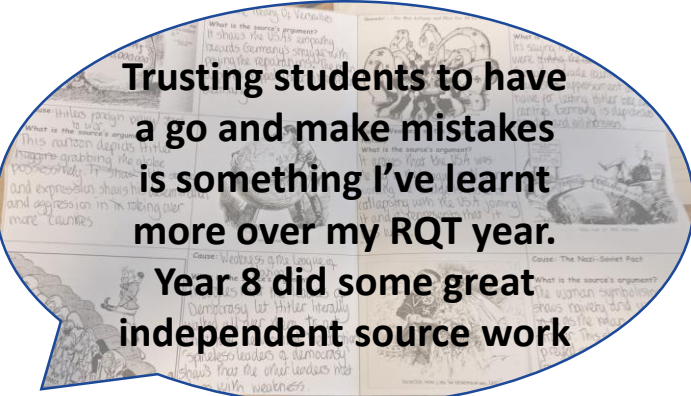
Definitely worth investing in a game if you teach the cold war!

@MissSouthernHistory



Year 8 created the road to WW2 today using Hitler's aims for foreign policy


@MissCVernon1



Trusting students to have a go and make mistakes is something I've learnt more over my RQT year.

Year 8 did some great independent source work

@SarahCGKnight



Plenary: Agree-o-meter!
The most important cause of WWI was the alliance system

- On your post-it note, you must write down which reason you think was the most important cause of World War One and briefly explain why.
- Once you have done this, you must place it on the correct section of the agree-o-meter!

Excited to try some new ideas after Easter!

@BRenouf_history

Upcoming Teaching Events

There are so many amazing teaching events, here a few that have peaked our interest:



LGBTed
2/6/2018

Find out more!



#TMSouthHistorians
23/06/2018

Find out more!



Chalke Valley History
Festival
25/06/2018–1/7/2018

Find out more!



#pedagoohamshire18
15/09/2018

Find out more!

We want to hear from you!

- Have you seen a Tweet that deserves a shout out? Let us know!
- Is there a Twitter Teacher that people must follow? Let us know!
- Have you read a great history book or T&L book? Why not write a review to share with us?
- Got an idea you want to share, why not share it in our T&L Times or Blog