

ITAP 1 – How do I start lessons in a calm and purposeful manner?

To begin to be able to:

- Start a lesson in a calm and controlled manner
- Obtain silence and pupils' attention
- Respond effectively to disruption during teacher talk

We recommend the teaching episodes in ITAP 1 are around pupils entering, engaging with entrance tasks (if appropriate) and student teachers completing the review of the task, obtaining and maintaining silence in the process

ITAP 1 – History Guidance

Student teachers should practise:

- greeting pupils at the door and directing them in orderly manner to their seats
- asking for silence and pupils' attention (using a specific strategy) to explain instructions for a history starter task making clear what pupils need to recall, retrieve or complete independently
- bring pupils' attention back to the board using a countdown and check all pupils are ready to listen before reviewing the starter task
- using questioning and whole-class routines to review prior historical knowledge and make explicit links to the historical knowledge pupils will need in the lesson
- using whole school / departmental behaviour policy, alongside established classroom routines, to promote positive behaviour for learning during the starter task.

History ITAP 1 Observation Focus

- Classroom entry and established lesson-start routines
- How does the teacher establish silence and get pupils' attention?
- How does the starter connect to previously taught historical knowledge and prepare pupils for the lesson?
- How does the teacher check pupils have understood the starter task instructions?
- How does the teacher respond to disruption while maintaining the momentum of the lesson?
- Use of whole school behaviour policy / more localised practices (e.g. within department or specific to individual teachers) to promote positive behaviour for learning and clear understanding of rules

ITAP 2 – How do I model and explain knowledge, processes and skills in my subject?

To begin to be able to:

- Model and explain one aspect of my subject
- Break down complex concepts or skills into bite-size chunks
- Practise the ‘hand-over’ from teacher to pupil activity

ITAP 2 – History Guidance:

Student teachers should practise:

- explaining and modelling a historical task before pupils begin independent/collaborative work
- breaking complex historical concepts, processes or explanations into manageable chunks
- modelling how to construct a historical explanation or argument, making the thinking and decision-making involved visible to pupils
- explicitly modelling the use of historical vocabulary and sentence structures where these support pupils' historical thinking and communication
- using worked examples and/or live modelling to make the thinking involved in a historical process visible
- gradually handing responsibility from teacher to pupil, checking understanding before pupils undertake the task independently.

History ITAP 2 Observation Focus

- How does the teacher explain and model historical tasks?
- How does the teacher break down complex historical knowledge, concepts or processes?
- How does the teacher make historical thinking and decision-making visible to pupils?
- How does the teacher model historical thinking rather than simply model the completion of an activity?
- How is subject-specific historical vocabulary introduced and used?
- Are worked examples or live modelling used? If so, what do they make visible to pupils?
- How does the teacher move from modelling towards pupils working independently?
- How does the teacher check that pupils are ready for the 'hand-over'?
- Other thoughts?

ITAP 3 – How do I ask and respond to questions in my subject to check understanding?

To begin to be able to:

- Ask effective questions to check pupil understanding
- Respond effectively to hesitant or incorrect pupil responses
- Explore different modes of pupil responses (e.g. written responses)

ITAP 3 – History Guidance:

Student teachers should practise:

- posing retrieval questions that require pupils to recall and connect previously taught historical knowledge
- using questioning to check pupils' understanding of chronology, historical concepts, vocabulary and substantive knowledge
- allowing appropriate wait time and using think/pair/share before pupils respond
- using cold calling judiciously, taking account of pupils' prior attainment, confidence and individual needs
- asking questions that move beyond recall to develop pupils' disciplinary thinking, e.g., questions about causation consequence, change and continuity, significance or interpretations
- using questions to probe and extend pupils' answers rather than accepting an initial response
- responding to misconceptions by identifying the underlying misunderstanding and addressing it explicitly
- varying modes of response, including whole-class questioning techniques, paired discussion and written responses
- planning a sequence of questions that supports pupils in developing a historical explanation or argument.

History ITAP 3 Observation Focus

- How does the teacher use retrieval questions to establish and develop historical knowledge?
- What types of questions are used: recall, chronology, explanation, causation, consequence, change and continuity, significance, interpretations?
- How does the teacher move from checking recall towards historical thinking?
- How much wait time is given?
- How are think/pair/share, mini-whiteboards and other response strategies used?
- How does the teacher respond to hesitant, incomplete or incorrect answers?
- How does the teacher probe and help extend pupils' answers?
- How does questioning reveal or address historical misconceptions?
- How does the sequence of questions help pupils construct a historical explanation or argument?
- Other thoughts?

ITAP 4 – How do I deploy a subject-specific pedagogy effectively?

To begin to be able to:

- Use subject-specific pedagogy to support pupil knowledge, understanding and skills
- Promote the use of appropriate subject-specific vocabulary
- Recognise and respond to common pupil misconceptions associated with learning my subject

Subject leads to identify the specific pedagogy and send general mentors the brief overview of supporting literature

How do I use historical sources to develop evidential thinking?

To begin to be able to:

- Use historical sources to develop pupils' understanding of the past
- Model how historians interrogate and evaluate sources as evidence
- Support pupils to use evidence from sources to make and substantiate historical claims
- Recognise and respond to common misconceptions about the nature and use of historical sources

ITAP 4 – History Guidance:

Student teachers should practise:

- selecting historical sources that are appropriate to the historical enquiry and pupils' stage of learning
- modelling how to interrogate a source, rather than extract information from it
- modelling how provenance, content and contextual knowledge can be used to evaluate a source
- supporting pupils to distinguish between what a source shows, suggests and cannot establish
- asking questions that require pupils to use evidence from sources to support, challenge or qualify a claim
- modelling how historians corroborate evidence by comparing sources and identifying agreements, contradictions and limitations
- explicitly teaching relevant historical vocabulary, such as source, evidence, provenance, corroboration, context, and historical claims, where appropriate
- identifying and addressing common misconceptions, such as the idea that a source is simply 'reliable' or 'unreliable'
- gradually transferring responsibility so pupils independently use sources as evidence to construct historical explanations.

History ITAP 4 Observation Focus

- How does the teacher introduce the purpose of analysing the source?
- What are pupils being asked to do with the evidence?
- How does the teacher model the process of interrogating a source?
- How does the teacher use provenance, content and contextual knowledge to interrogate the source and evaluate its evidential value?
- Does the teacher distinguish between what the source shows, suggests and cannot establish?
- How does the teacher support pupils to connect evidence to a historical claim?
- How are pupils encouraged to corroborate evidence from different sources and consider what this might allow them to establish about the past?
- What misconceptions about historical sources or evidence does the teacher anticipate or address?
- How does the teacher move pupils from identifying information in a source towards using evidence to make, support, challenge or qualify a historical claim?
- How much of the evidential thinking is modelled by the teacher, and how much responsibility is transferred to pupils?