

## Providing for more able history students at GCSE

### 10 approaches worth trying

1. Students are asked to look for patterns, trends and turning points
2. Students create their own overviews
3. Students offer different slants on topic : optimist v pessimist
4. Students compare interpretations
5. They work with complex sources which require broader knowledge and more sophisticated grasp of language
6. They practise justifying different viewpoints. Make the case for X being the most important factor
7. They work with 'what if ' questions and aspects of inevitability NB rein in wilder flights of fancy
8. They are given opportunities to offer more complex linking and inter-relationship of factors: mind maps
9. They offer oral presentations on conundrums. *If X then why Z? e.g. if the Nazi party were doing so well after the Wall Street Crash, why then did their vote decline in November 1932?*

10. When working with sources students discuss, without being prompted, issues of audience and purpose, informed by contextual knowledge and detailed chronological understanding. *That cartoon was produced in France in 1935, a time when...people in France seeing this would think...*