

Rationale:

1. Prioritise 'disciplinary literacy' across the curriculum
2. Provide targeted vocabulary instruction in every subject
3. Develop students' ability to read complex academic texts
4. Break down complex writing tasks
5. Combine writing instruction with reading in every subject
6. Provide opportunities for structured talk

Examples Within the Curriculum**Year 7**

Task	Text	Task	Recommendations	Unit and Lesson
1	Mary Celeste Mystery	Pupils use the evidence to create their own reasoned interpretation for the mystery. Class discussions of different theories during the lessons.	1, 2, 3, 4, 5, 6.	What is History? Lessons 9-11
2	Should Duke William invade England?	Pupils use the evidence to divide the arguments for and against invasion before ranking the reasons to invade and explaining the most convincing reason. Class discussion.	1, 2, 4, 5, 6.	The Norman Conquest Lesson 17.
3	Who ruled England from 1066-1327?	Pupils read the puzzle and create a royal family tree from 1066-1327.	1, 2, 3, 5, 6.	Medieval Realms Lesson 41.
4	Was Henry II a great king?	Pupils use the evidence from the worksheet to write a reasoned interpretation. Class discussion and justification.	1, 2, 4, 5, 6.	Medieval Realms Lesson 44.
5	What did people in the Middle Ages think caused the Black Death?	Pupils use the source evidence to write a medieval doctor's report on what people in the Middle Ages thought caused the Black Death.	1, 2, 3, 4, 5, 6.	Black Death Lesson 51.
6	Why did the English win at Agincourt?	Pupils read the newspaper account of the battle and use it to explain the reasons for victory.	1, 2, 3, 4, 5, 6.	The Hundred Years War Lesson 61.

Year 8

Task	Text	Task	Recommendations	Unit and Lesson
1	Is Bloody Mary's reputation deserved?	Pupils read the text book and gather evidence to write a paragraph for and against the interpretation before explaining their own reasoned opinion.	1, 2, 3, 4, 5, 6.	Tudors and Stuarts Lesson 8.
2	Who was Robert Cecil?	Pupils read the sources and answer the questions in order to understand the crucial role of Cecil in the Gunpowder Plot. This will help to develop their understanding of events.	1, 2, 3, 4, 5, 6.	Tudors and Stuarts Lesson 14.
3	What caused the French Revolution?	Pupils read the sources and discuss the answers before answering the examination-style questions as preparation for the assessment.	1, 2, 3, 4, 5, 6.	French Revolution Lesson 32.
4	Does Louis XVI deserve to die?	Pupils use the evidence from lessons and the additional list of reasons to create a speech to be used in a class debate during the following lesson.	1, 2, 3, 4, 5, 6.	French Revolution Lesson 40.
5	Why was Napoleon defeated in Russia?	Pupils use the source material to categorise the different reasons and explain them, as well as justifying the most important reason after a class discussion.	1, 2, 3, 4, 5, 6.	French Revolution Lesson 47.
6	Were all Native Americans the same?	Pupils read the text and source materials to write an account comparing the lifestyles of the Sioux and Iroquois tribes.	1, 2, 3, 4, 5, 6.	Native Americans Lesson 55.

Year 9

Task	Text	Task	Recommendations	Unit and Lesson
1	The 1832 Royal Commision Report	Pupils read the source material and use it to construct a chart showing conditions in cotton mills. the evidence will be used to create a speech on factory reform that will be used during a class debate.	1, 2, 3, 4, 5, 6.	Industrial Revolution Lessons 7 and 8.
2	Conditions in workhouses	Pupils read the text and source material and use it to gather evidence on different aspects of workhouse life in preparation for the assessment.	1, 2, 3, 4, 5, 6.	Industrial Revolution Lessons 21 and 22.
3	Jack the Ripper witness statements	Pupils use the evidence from the witness statements during the murders to create their own identikit version of Jack the Ripper.	1, 2, 3, 5, 6.	Crime and Punishment Lesson 35.
4	Florence Nightingale	Pupils use the text and sources to write an answer explaining the significance of Florence Nightingale.	1, 2, 3, 4, 5, 6.	Medicine, Surgery and Hospitals. Lesson 45.
5	Who murdered Rasputin?	Pupils use the evidence to answer a series of question before reaching a reasoned interpretation about who murdered Rasputin and why. Class discussion.	1, 2, 3, 4, 5, 6.	First World War Lesson 56.
6	Was Dunkirk a triumph or a disaster?	Pupils read the sources and interpretations and gather evidence for both sides of the argument before writing their own reasoned interpretation. Class discussion.	1, 2, 3, 4,5, 6.	Second World War Lesson 64.

Year 10

Task	Text	Task	Recommendations	Unit and Lesson
1	The People's Health text book, p 14-16.	Pupils use the evidence to explain how food, housing, water and waste affected health in the countryside in the Middle Ages.	1, 2, 3, 5, 6.	People's Health Lesson 2.
2	The People's Health text book, p44-45.	Pupils use the evidence to explain the government's responses to plague and how effective these responses were, individually and collectively.	1, 2, 3, 5, 6.	People's Health Lesson 10.
3	Why did William become King of England?	Pupils use the sources and interpretations to gather evidence for different reasons why William became king. Class discussion and reasoned justification of pupils' interpretations.	1, 2, 3, 4, 5, 6.	The Norman Conquest Lessons 2-4.
4	The Norman Conquest text book, p72-76.	Pupils read the interpretations and information on the purpose of Norman castles before completing the A3 sheet showing the different purposes of Norman castles and reaching their own reasoned interpretation. Class discussion.	1, 2, 3, 5, 6.	The Norman Conquest Lesson 18.
5	Why was the Roman fort built at Ribchester?	Pupils read the interpretations and use the evidence to write the different reasons on their A3 sheet. Class discussion and justification regarding the most important reason.	1, 2, 3, 4, 5, 6.	Ribchester Lesson 3.
6	Living Under Nazi Rule text book, p14-16.	Pupils read the evidence about the Reichstag Fire, March 1933 election and the Enabling Act before explaining the events and explaining how each allowed Hitler to gain more power in Germany in 1933.	1, 2, 3, 4, 5, 6.	Living Under Nazi Rule Lesson 2.

Year 11

Task	Text	Task	Recommendations	Unit and Lesson
1	Living under Nazi Rule text book, p92-95.	Pupils read the text on different responses to Nazi rule in occupied Europe. Pupils use the examples of different countries and plot them on a continuum line from collaboration to accommodation and resistance. Class discussion and justification.	1, 2, 3, 5, 6.	Living Under Nazi Rule Lesson 20.
2	Viking Expansion text book, p10-15.	Pupils gather evidence on different aspects of Viking life in Scandinavia. Pupils write their findings on the A3 sheet under the different categories.	1, 2, 3, 4, 5, 6.	Viking Expansion Lesson 2.