



HISTORY

CURRICULUM: HISTORY



**St Paul's
Catholic Primary School**

Christ at the Centre, Children at the Heart

CURRICULUM NARRATIVE



The Changing Power of the Monarchy



Victorian Britain & the Industrial Revolution

Welcome to secondary school!

Year 6



The Home Front



Ancient Maya

Year 5



Roman Britain



Anglo-Saxon and Viking Britain

Year 4



Comparing Ancient Civilisations



Stone Age to Iron Age

Year 3



The Great Fire of London and Great Fire of Gateshead



Captain Cook & Dr Nicholas Patrick

Year 2



George Stephenson



Toys and Transport through time

Year 1

Your history journey starts here!

EYFS

Past and Present: Pupils talk about and describe familiar people, including, members of their family and community. They comment on familiar past events. They compare characters from the past, using story books.

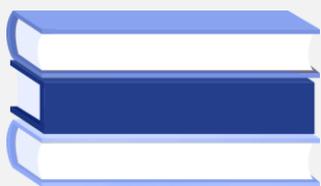
CURRICULUM NARRATIVE

Why do historians read?

To find evidence and gather information

To learn about past events

To analyse and make predictions



Write like a historian

Cause - This relates to the art of causal reasoning: how or why events or states of affairs occurred or emerged.

Consequence - This relates to the consequences of an event or development.

Change and continuity - This relates to historical analysis of the pace, nature and extent of change.

Similarity and difference - This relates to historical analysis of the extent and type of difference between people, groups, experiences or places usually in the same historical period.

Significance - This focuses on how and why historical events, trends and individuals are ascribed historical significance.

Threshold Concepts



CHRONOLOGY

Place historical periods in time, discussing their chronology on a timeline in relation to other time periods.



INVESTIGATING THE PAST

Understand and evaluate how the past is constructed through demonstrating historical enquiry and carrying out source analysis and interpretation.



COMMUNICATING HISTORY

Use historical terms and vocabulary, ask and answer questions, construct argument and reach a conclusion.



THINKING LIKE A HISTORIAN

Explain change and continuity, cause and consequence, similarity and difference and the significance of events and people.

Through history, pupils come to understand their place in the world, and in the long story of human development. The study of history challenges pupils to make sense of the striking similarities and vast differences in human experiences across time and place. Pupils learn how historians and others construct accounts about the past.

The Journey Begins...

In **EYFS**, history is included within "Understanding of the World", where pupils learn about history through the Early Learning Goal '**Past and Present**'. Pupils are encouraged to talk about members of their immediate family and community, name and describe people who are familiar to them, comment on images of familiar situations in the past and compare and contrast characters from stories including figures from the past. This helps pupils to develop awareness of the past, which is then built upon in Year 1 when pupils' understanding of the past starts to develop into an awareness of a chronological framework in which people and events can be placed. They do this through looking at changes within and beyond living memory such as **Toys and Transport Through Time**. Their understanding of transport and changes beyond living memory continues to develop through investigating the life of **George Stephenson** and then **Captain Cook and Dr Nicholas Patrick**. Pupils' chronological framework is further enhanced in Year 2 when they study key events such as the **Great Fire of London and the Great of Gateshead**, building upon their understanding of how we find out about the past by asking and answering questions. A common theme across these units is locality. Pupils will develop an understanding of significant individuals from the North-East and how their local achievements have had national and even international impact.

Key Stage 2 is sequenced chronologically, to help pupils build a rich understanding of change and continuity in British, local and world history. Pupils study local and British history, and a history of the wider world in parallel. Starting with a study of the **Stone and Iron Age** in **Year 3**, leading on to the impact that the **Roman Empire** had on the island in **Year 4**, and changes under the **Anglo-Saxon and Vikings** later in **Year 4**. This allows pupils to understand the history of these islands as a coherent, chronological narrative. Throughout Key Stage 2, pupils also study ancient civilisations and aspects of the wider world starting in **Year 3** with **Comparing Ancient Civilisations**, including Greece and Egypt, and this links with the **Roman Empire** which is explored in **Year 4**. Following the Romans, pupils go on to study **Ancient Maya** in **Year 5** a non-European society that contrasts with British History. In **Year 5**, pupils will extend their chronological knowledge beyond 1066 by studying a significant turning point in British History, the **Home Front** during World War II. In **Year 6**, pupils complete thematic studies of **Changing Power of the Monarchy** and **Victorian Britain and the Industrial Revolution** which allows them to establish clear narratives across the periods studied, and note connections, contrasts and trends over time.

CURRICULUM NARRATIVE

Progression through the Threshold Concepts

Within history, there are 4 key elements, which combined, ensure that our pupils can access a deep understanding of the subject. Pupils make progress in history by developing their knowledge about the past (this knowledge is often described as 'substantive knowledge') and their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts (often described as 'disciplinary knowledge'). The threshold concepts relate to different aspects of disciplinary knowledge, and substantive knowledge is vital to all of them.



Chronology

Developing pupils' chronological understanding underpins the sequencing of the history curriculum. Pupils develop their understanding of the past as a concept in EYFS, by placing people and events in a historical framework in Key Stage 1. This historical framework becomes more comprehensive at Key Stage 2 where pupils develop a chronologically secure knowledge and understanding of the broad characteristics and features of British, local and world history from the Stone Age to beyond 1066.



Thinking like a Historian

Progressing from understanding themselves and their families at EYFS, at Key Stage 1 pupils start to ask questions about historical events and people. Through this pupils learn about and understand key features of events in the past. Consequently, they are also then able to compare aspects of life in different historical periods through significant individuals in the past. This evolves at Key Stage 2 into pupils developing their understanding of the disciplinary concepts of cause, consequence, change and continuity, similarity and difference, and historical significance. Pupils learn how to explain how or why events happen, their consequences, the extent, nature and pace of historical change, similarities and differences between people, groups, experiences or places, and why historical events and individuals are significant.



Investigating the Past

This Threshold Concept is concerned with how historians investigate the past. Through EYFS and Key Stage 1 pupils will understand some of the ways in which we find out about the past and identify different ways it is represented. As pupils progress to Key Stage 2 they will develop an understanding of how interpretations of the past are constructed, making inferences about the past through analysis of contemporary historical sources and conducting historical enquiry about the reliability of sources. Pupils will identify the difference between a source and an interpretation and recognise how historians use sources as evidence to construct, challenge or test claims about the past. While making inferences about the past from sources, pupils will use their contextual knowledge to support inferences and analyse and evaluate the reliability/usefulness of sources based on their provenance and the pupils' knowledge of the context.



Communicating History

This Threshold Concept is concerned with how to write about the past. This includes using historical terms and vocabulary; in EYFS pupils will use common words and phrases to describe the past and the passing of time. In Key Stage 1 pupils will begin to use a wide range of vocabulary of everyday historical terms and be able to select sources to recall events of the past. Through Key Stage 2 pupils will select historical terms appropriately, including tier 2 and tier 3 vocabulary, as well as use abstract terms. Pupils will ask and answer questions and construct arguments and reach conclusions.

CURRICULUM NARRATIVE

Common Threads

The curriculum has been developed with key threads underpinning the different units. These threads run through the different units to ensure children build an in-depth knowledge and can compare different periods of time, events and significant people.



Locality



Transport



Significant People



Religion and Beliefs



Housing and Settlements



Empire and Rulers



Roles of Women, Men and Children

The threads that are commonly woven through the Key Stage One units are locality, transport and significant people. Religion and beliefs, housing, empire and rules and the roles of women, men and children are commonly woven throughout the Key Stage Two units.

CURRICULUM NARRATIVE

"Studying history helps children to understand their place in the world, and in the long story of human development. And it challenges them to make sense of the similarities and differences in human experiences across time and place."

- Amanda Spielman

Curriculum Coverage					
Upper KS2	Y6		Changing Power of the Monarchy		Victorian Britain and the Industrial Revolution
	Y5		Ancient Maya		The Home Front
Lower KS2	Y4		Roman Britain		Anglo-Saxon and Viking Britain
	Y3		Stone Age to Iron Age		Comparing Ancient Civilisations
KS1	Y2		Captain Cook and Dr Nicholas Patrick		The Great Fire of London and Great Fire of Gateshead
	Y1		Toys and Transport Through Time		George Stephenson

Intent

At St Paul's Catholic Primary School we aim to deliver a high-quality history education that will help pupils develop a passion for learning and gain a coherent and chronological knowledge and understanding of Britain's past and that of the wider world. History is all around us; in our families with their unique backgrounds, cultures and traditions and in our local and wider communities. Our aim when teaching History is to stimulate and inspire pupil's curiosity about the past and equip pupils to ask perceptive questions, think critically, weigh evidence, create arguments and develop perspective and judgements, knowing why people interpret the past in different ways. Pupils will gain a knowledge and understanding of people, events and concepts from a range of historical periods, understanding how Britain has influenced and been influenced by the wider world.

We follow the National Curriculum programmes of study for each year group. High quality history teaching forms part of a larger progressive curriculum from EYFS to Year 6 and into KS3 and KS4. Collaborative planning created by both Primary and Secondary colleagues provides units of work with a strong focus on embedding challenge, retrieval and practice. Substantive knowledge and disciplinary knowledge are explicitly taught. By substantive knowledge we mean the people, events and developments from the past that children will learn about. By disciplinary knowledge, we mean all the various processes that children need to develop if they are to get better at a subject. This can both refer to a process of doing something (e.g. interpreting a source) but also a thought process in order to understand big concepts such as change, continuity and consequence. Our intention is to create the very best historians, well equipped to continue their studies in History as they move throughout their education.

CURRICULUM NARRATIVE

Implementation

Our curriculum is underpinned by the four key threshold concepts of: Chronology, Communicating History, Investigating the past and Thinking like a Historian. Threshold Concepts are emphasised and reinforced across the history curriculum EYFS to KS2, with further progression streamlined into KS3. Our curriculum is designed to ensure these concepts are systematically revisited; current learning is linked to previous learning to allow children to build strong historical schema within their long-term memories. This ensures that pupils know more and remember more as they move through primary school.

The curriculum has been developed with key threads underpinning the different units. These threads run through the different units to ensure children build an in-depth knowledge and can compare different periods of time, events and significant people. The threads that are commonly woven through the Key Stage One units are locality, transport and significant people. Religion and beliefs, housing, empire and rules and the roles of women, men and children are commonly woven throughout the Key Stage Two units.

Collaborative planning created by both Primary and Secondary colleagues, provides units of work, rooted in historical content, which focus on embedding challenge, metacognition, retrieval and practice. Each unit of work has a clear rationale and key vocabulary, building on pupil's prior learning. Understanding is checked through spaced retrieval exercises. Throughout units of work teachers make links and encourage children to connect past learning to current historical knowledge and skills. Linking learning within and across key stages is essential to developing the bigger picture of history. In order to communicate their understanding, key historical terms are taught well and in context.

Our curriculum is also carefully planned to allow pupils to explore their own locality through local history units of work. We encourage school visits and visitors into school to enable the children to gain first-hand experiences to enrich their learning and cultural capital.

Formative assessments are used within lessons to gain understanding and shape teaching and learning. Wider opportunities are provided to enhance children's experiences both inside and outside the classroom.

Impact

When pupils leave our school, pupils will know more, remember more and understand more about History. They will have developed a secure knowledge and understanding of people, events and contexts from the historical periods covered and will have developed the ability to think and write like a historian. They will be able to investigate and interpret the past, recognising that our understanding of the past comes from an interpretation of the available evidence. They will be able to build an overview of world history with an appreciation of the characteristic features of the past. The children will understand that these features are similar and different across time periods and for different sections of society. Pupils will be able to understand chronology, how to chart the passing of time and how some aspects of history happened at similar times in different places. They will also be able to communicate historically using historical vocabulary and techniques to convey information about the past.

Pupil voice and work in books shows a high standard of history being taught. Pupils are able to talk and are able to demonstrate their learning with historical language and vocabulary about a particular period. They can make links and connections to what they have been taught previously. Historical learning and enjoyment is visible. Pupils will have experienced a wide breadth of study and cultural capital, be able to think, reflect upon, write and debate about the past. They will have an in-depth, long-lasting knowledge of historical people and periods and be able to think like historians, ready for KS3 and the wider world.

CURRICULUM COVERAGE

	National Curriculum Statement	BHCET History Unit
Key Stage One	Changes within living memory. Where appropriate, these should be used to reveal aspect of change in national life.	Toys and Transport Through Time
	Events beyond living memory that are significant nationally or globally.	The Great Fire of London and the Great Fire of Gateshead and Newcastle
	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	George Stephenson and the Railway Captain Cook and Dr Nicholas Patrick
	Significant historical events, people and places in their own locality.	George Stephenson and the Railway Captain Cook and Dr Nicholas Patrick
Key Stage Two	Changes in Britain from the Stone Age to Iron Age	Stone Age to Iron Age
	The Roman Empires and its impact on Britain	Roman Britain
	Britain's settlement by Anglo-Saxons and Scots	Anglo-Saxon and Viking Britain
	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Anglo-Saxon and Viking Britain
	A local history study	Roman Britain Anglo-Saxon and Viking Britain The Home Front Victorian Britain & the Industrial Revolution
	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Changing Power of the Monarchy The Home Front Victorian Britain & the Industrial Revolution
	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer;; the Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Comparing Ancient Civilisations
	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Comparing Ancient Civilisations
	A non-European society that provides contrasts with British history.	Ancient Maya

CURRICULUM CONTINUITY – EYFS

Threshold Concepts

How does the Early Years Framework fit within the four threshold concepts?

Chronology	Investigating the Past	Communicating History	Thinking Like a Historian
Understanding the World, Past and Present			
<p>Know some similarities and differences between things in the past and now, drawing in on their experiences and what has been read in class.</p> <p>Appreciate the difference between old and dirty or worn.</p> <p>Know the difference between old and new.</p> <p>Know the difference between long ago and now</p> <p>Compare old and new objects/ artefacts be able to put up to two artefacts or events in order.</p> <p>Begin to appreciate that their life is different to the lives of people in the past.</p> <p>Use words like yesterday, last week, old and new.</p>	<p>Begin making sense of their own life-story and family's history.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Ask questions or make remarks about illustrations in a book they are reading which may be set in the past.</p> <p>Begin to recognise that characters in a book they know acted as they did because it was a long time ago.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Talk, draw and write to show ideas/communicate understanding.</p> <p>Begin to sequence pictures to show time order.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Give a reason for why something has changed between now and the past.</p> <p>Look at or touch objects from the past and comment on appearance.</p> <p>Recognise that the past is different from today.</p>

CURRICULUM CONTINUITY – KS1

Chronology	Investigating the Past	Communicating History	Thinking Like a Historian
<p>Sequence artefacts and events that are close together in time.</p> <p>Order dates from the earliest to latest on simple timelines.</p> <p>Sequence pictures from difference periods.</p> <p>Describe memories and changes that have happened in their own lives.</p> <p>Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</p> <p>Knowledge and Understanding of Events and People in the Past</p> <p>Understand that there are reasons why people in the past acted as they did.</p> <p>Describe significant individuals from the past.</p>	<p>Start to compare two versions of past events.</p> <p>Start to understand that there can be different versions of the same event from the past.</p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p> <p>Observe or handle evidence to ask simple questions about the past.</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p> <p>Sort some objects/artefacts into new and old and then and now.</p> <p>Identify old and new things across periods of time through pictures, photographs and objects.</p>	<p>Talk, write and draw about things from the past.</p> <p>Use historical vocabulary to retell simple stories about the past.</p> <p>Know and recount episodes from stories and significant events in history.</p> <p>Substantive Concepts and Historical Vocabulary</p> <p>Start to show some basic understanding of substantive concepts. Such as monarchy, parliament, war, voyage and society.</p> <p>Talk and write about things from the past using some historical vocabulary.</p>	<p>Continuity and Change: Begin to identify old and new things across periods of time through pictures, photographs and objects. Being to understand that some things change and some things stay nearly the same.</p> <p>Cause and Consequence: Understand that a cause makes something happen and that historical events have causes Explain that historical events are caused by things that occurred before them Understand that a consequence is something that happens as a result of something else.</p> <p>Similarities and Differences Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. Identify that some things within living memory are similar and some things are different. Recognise some similarities and differences between the past and present.</p> <p>Historical Significance: Explain reasons why someone might be significant Talk about why a person was important Talk about why the events was important and what happened.</p>

CURRICULUM CONTINUITY – LKS2

Chronology	Investigating the Past	Communicating History	Thinking Like a Historian
<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Knowledge and Understanding of Events and People in the Past</p> <p>Find out about the everyday lives of people in time studied compared with our life today.</p> <p>Explain how people and events in the past have influenced life today.</p> <p>Identify key features, aspects and events of the time studied.</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>Look at two versions of the same event or story in history and identify differences.</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Begin to understand some of the ways in which historians and others investigate the past.</p> <p>Use a range of primary and secondary sources to find out about the past. Regularly address and sometimes devise own questions to find answers about the past.</p> <p>Begin to undertake their own research.</p>	<p>Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies).</p> <p>Start to present ideas based on their own research about a studied period.</p> <p>Substantive Concepts and Historical Vocabulary</p> <p>Build on prior knowledge o start to gain further understanding of substantive concepts.</p> <p>Understand an increasing range of appropriate history vocabulary and use this to talk about the past and communicate information.</p>	<p>Continuity and Change: Identify key things that stayed the same between periods. Identify key things that changed between periods. Start to explain the impact of some changes that have happened throughout different periods of time. Identify that there are reasons for continuities and changes across periods of time and explain some of these. Start to understand that there are times in history when change happens suddenly.</p> <p>Cause and Consequence: Understand that a cause is something directly linked to an event and not just something that happened before it. Start to understand that there are short and long-term causes of events. Comment on the importance of the different causes for some key events. Explain a series of directly related events that happened in the lead up to a historical event. Begin to understand that historical events create changes that have consequences. Understand that a consequence is something that happens as a direct result of something else. Understand that historical events have consequences that sometimes last long after the event is over.</p> <p>Similarities and differences: Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. Identify and give some examples of how life was similar in the past.</p> <p>Historical Significance: Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past. Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us. Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>

CURRICULUM CONTINUITY – UKS2

Chronology	Investigating the Past	Communicating History	Thinking Like a Historian
<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Accurately use dates and terms to describe historical events.</p> <p>Understand how some historical events/periods occurred concurrently in different locations, e.g. Ancient Maya and Ancient Egypt.</p> <p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>Knowledge and Understanding of Events and People in the Past</p> <p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time.</p> <p>Describe the key features of the past including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>Find and analyse a wide range of evidence about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Start to understand the difference between primary and secondary evidence and start to question its reliability.</p> <p>Show an awareness of the concept of propaganda.</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Continue to develop their understanding of how historians and others investigate the past.</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p>	<p>Present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives.</p> <p>Plan and present a self-directed project or research about the studied period.</p> <p>Substantive Concepts and Historical Vocabulary</p> <p>Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts.</p> <p>Start to recognise that some concepts, such as technology, will be different across different periods of History.</p> <p>Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>	<p>Continuity and Change: Identify why some changes between different periods of time have had more significant consequences than others. Explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity; start to categorise some types of changes into political, economic social and technological. Understand that there are times in history when change happens suddenly and these moments of change can be referred to as ‘turning points’ in history. Understand and describe in some detail the main changes to an aspect of a period in history.</p> <p>Cause and Consequence: Examine in more detail the short and long-term causes of an event being studied. Understand that some causes may be more significant than others and that some causes are less significant. Begin to understand that historians may not agree on the main causes of an event. Understand that one event can have multiple consequences that impact on many countries and civilisations. Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. Address and devise historical questions about cause and consequence.</p> <p>Similarities and differences: Explain and give varied examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time. Start to give reasons for these similarities and differences.</p> <p>Historical Significance: Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant. Understand that what we consider to be significant can change throughout different periods. Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. Identify a range of historically significant people and events from different periods of history and explain why they were significant. Identify historically significant people and events from a period of history and give some detail about what they did/ happened and the impact it had.</p>

SEND

The BHCET History curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make the BHCET curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology:

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.

Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching" One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.

Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning

Examples: Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.

Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met

Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

Use of Technology

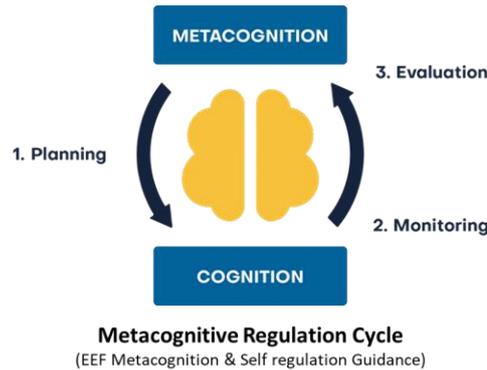
Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.

Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.

ASSESSMENT

Assessment comprises two linked processes:

Formative Assessment: provides Assessment **for** Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment **as** Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Summative Assessment: provides Assessment **of** Learning and is a judgement of attainment at key points throughout the year- using past knowledge to measure attainment and progress.

Assessment is a continuous process which is integral to teaching and learning and:

- Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
- Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
- Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
- Provides feedback recognising achievement, increasing pupil confidence/motivation.
- Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
- Allows regular subject specific extended writing and access to high quality text/ reading.
- Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback**.
- Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.
- Allows leaders and staff to make timely adaptations to the curriculum.

