



History Disciplinary Literacy Framework
Hypothesise like an Historian

<u>Reading</u>		<u>Writing</u>		<u>Speaking and Listening</u>	
<ul style="list-style-type: none"> • Read for meaning and comprehend texts • To understand arguments and differing perspectives • Seeks out trends and patterns • Understand specific vocabulary that can be easily confused • Contextualising 		<ul style="list-style-type: none"> • Communicate in a clear, precise and concise manner • Articulate an argument • Elaborate and extend • Describe, explain and analyse • Substantiate judgements, evaluate and show a line of reasoning • Structured note taking (Cornell notes) • Use of precise key terms 		<ul style="list-style-type: none"> • Use formal vocabulary to explain, evaluate and elaborate arguments • Articulate thoughts in coherent, full sentences • Use eye contact with the audience • Project so their voice is heard • Respectfully listen to others' points of view • Listen attentively and paraphrase peers • Identify ways to challenge and support the speaker with effective historical vocabulary 	
<i>Strategies/pedagogy to support...</i>					
<ul style="list-style-type: none"> • Dual Coding • Focused comprehension questions • Freyer Model • Bedrock mapper sequenced to pre-teach vocabulary • Guided Reading/ Reciprocal reading • Story Source Scholarship 		<ul style="list-style-type: none"> • Modelling • "I, We, You" writing models • Sentence starters and gap fills • Sentence crafting • Bedrock mapper sequenced to pre-teach vocabulary • Clear writing frames • Peer assessment • Because, but, so 		<ul style="list-style-type: none"> • Probing questions to encourage higher order thinking • Well planned, targeted questioning • Accountable Talk • Talk for writing (Structured talk) & paired writing • Paraphrasing what your peer said • Upgrading learner responses – elaborate and extend 	
<p>Combining reading and writing: Reading texts that support expectations of how to summarise key ideas in history Reading combined with note taking, answering questions about texts and summarising (guided reading/Story, Source, Scholarship)</p>					
<i>Curriculum opportunities (Year 9)</i>					
HT1	HT2	HT3	HT4	HT5	HT6
<p>Contextualising Medicine on the Western Front - Reading different written sources for perspective, context and meaning. Using talk to analyse visual and written sources and contextualise.</p>	<p>Modelling - Ancient and Medieval Medicine construction of detailed paragraphs and deployment of history specific vocabulary.</p>	<p>Guided and Reciprocal Reading - Renaissance Medicine Clear writing frames – using history specific vocabulary to assess change and continuity across time periods Story, Source, Scholarship How did Vesalius revolutionise the understanding of the Human Body?</p>	<p>Bedrock mapper sequenced to pre-teach – prep, learn and retrieve terminology as part of homework for modern medicine. Talk for writing (Structured talk) & paired writing – Comparing change and continuity over different time periods using specific vocabulary to analyse, speed, pace, nature, and extent of change.</p>	<p>Sentence crafting – writing powerful Introductions for judgement questions.</p>	<p>Articulate an argument – Greatest challenge facing Elizabeth I Upgrading learner responses – elaborate and extend – Reasons for the failure of the Spanish Armada</p>