Key Stage 3
National Strategy

Literacy in history

For school-based use or self-study

French Revolution

chronological connectives

"Stamford Bridge and the journey south made Harold's troops very tired"

Battle of Hastings

questioning

industrialisation

historical enquiry

"The battle began before Harold's troops were properly ready"

Martin Luther King

feudalism

"The Normans had knights on horseback who were skillful fighters"

past tense

General introduction to the Literacy in *series*

The aim of the subject-specific material in the *Literacy in* series is to exemplify how aspects of the *Literacy across the curriculum* training file relate to individual subjects.

Where appropriate, the relevant section from the *Literacy across the curriculum* training file is indicated so that you can refer to it as and when you wish.

Key principles

- To develop consistent approaches to teaching and learning in literacy across departments, and to build increased awareness of the skills, knowledge and understanding that pupils could be expected to bring to lessons
- To use speaking and listening to develop subject learning
- To develop active reading strategies to increase pupils' ability to read for a purpose and engage with text, and to realise the learning to be gained from it
- To demonstrate the sequence for writing and modelling writing for a key text type within the subject; seeing how it is done helps pupils to achieve it for themselves more quickly
- To make suggestions for the learning of subject-specific vocabulary.

English Framework objectives

The objectives from the *Framework for teaching English: Years 7, 8 and 9* which apply across the curriculum appear in an appendix: most are the key objectives (in bold) but others have been added for clarity or exemplification. This will help you to set literacy curricular targets and ensure common approaches through the objectives.

Developments in cross-curricular literacy

As expertise grows, schools may wish to decide which department teaches a particular aspect of literacy, such as explanations in non-fiction writing, and how other subject areas can support and develop pupils' learning by reinforcing it and applying it to their subject as appropriate. This will save time and ensure that pupils have a consistent approach to specific aspects of literacy.

As expertise develops in, for example, active reading strategies or managing group talk, and pupils know the expectations across the curriculum, their confidence will grow and their ability to take responsibility for their learning will also develop. This, again, will save time for teachers as they will not have to keep teaching the skills.

Making use of the Literacy in *materials*

Each subject is available on its own CD. On the disc you will find both the text (a combination of information, guidance, case study materials, mini tasks and ideas for practical application in classrooms) and the video clip(s) that accompany it. Where a short task has been suggested, you are invited to check your responses against those of other teachers in the examples provided.

The materials can be used by an individual teacher to reflect on current practice and identify fresh approaches. However, we recommend collaborative use by a department team, so that the activities and discussion topics can be used to promote joint review and collective action. In this way, approaches can be trialled and discussed, and greater consistency of practice ensured.

Contents

1   *Introduction*

> **Aims**
>
> ■ *To demonstrate how focused literacy teaching can enhance historical understanding*
>
> ■ *To highlight some useful classroom strategies to improve the quality of reading, writing and talk in the subject*

This section is intended to build on and disseminate current good practice in supporting pupils' literacy skills as part of history teaching.

Links between history objectives and teaching objectives in the *Framework for teaching English: Years 7, 8 and 9* are more explicit in history than in some other subjects.

1.1   *Links between the History and English framework objectives*

History objective	Framework objective
Pupils should be taught to recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time	Year 7 Wr10 Organise texts in ways appropriate to their content – for example, by chronology, priority, comparison – and signpost this clearly to the reader
Pupils should be taught to consider the significance of the main events, people and changes studied	Year 8 SL10 Use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas
Pupils should be taught to accurately select and use chronological conventions and vocabulary appropriate to the periods studied to organise historical information	Year 7 W14 Define and deploy words with precision, including their exact implication in context
Pupils should be taught to communicate their knowledge and understanding of history using a range of techniques, including spoken language, structured narratives, substantiated explanations and the use of ICT	Year 9 Wr9 Integrate diverse information into a coherent and comprehensive account

Further examples of planning literacy objectives in history occur in section 5.

Aims

- ■ *To understand some of the ways in which speaking and listening can develop understanding in history*

- ■ *To identify teaching strategies to support that development*

2.1 *Introduction*

Talk is a tool for learning. It can help us to:

- ■ think through ideas
- ■ express thoughts, feelings and opinions
- ■ influence other people
- ■ articulate ideas
- ■ share knowledge
- ■ feed back and review ideas
- ■ adapt and refine ideas
- ■ reach closure, accommodation or acceptance of different ideas
- ■ negotiate solutions

and much more.

Some teaching and learning issues are as follows:

- ■ we expect pupils to use talk, but rarely teach them how to do it in the way we would with writing, for example
- ■ some diffident pupils find it hard to contribute to unstructured talk
- ■ talk is most productive when it is well focused and purposeful.

2.2 *Using talk to engage with ideas*

Short starter activities can stimulate speaking and listening, rapidly making an effective contribution to learning. Activities like these, although brief, can help pupils to gain confidence while learning the conventions that underpin effective talk.

Four short activities will demonstrate how oral activities can be used to ensure that lessons get off to a flying start.

Activity 1: Medieval realms word guessing game

Copy the grid below (as many times as you need to in order to supply all pairs), cut it into cards and distribute a full set of cards to each pair. Pupils then follow the steps listed below.

How to play the medieval realms word guessing game

- Work in pairs.
- Place the cards face down on the table in front of you.
- Each person in the pair takes their turn to pick a card, keeping it concealed.
- They define the word on the card for their partner.
- The second person must guess what the word is.
- The time limit for guessing each word is 30 seconds.

Medieval realms word cards

Feudalism	**William the Conquerer**
Peasants Revolt	**Battle of Hastings**
Black Death	**Domesday Book**
The Pope	**Magna Carta**
Monarchy	**Thomas Becket**
Parliament	**King John**

Consider, for a few moments:

- how this activity could support pupils' learning in history
- how it might improve their speaking and listening skills.

Compare your thoughts with those below, suggested by some other teachers.

- This activity requires pupils to refine their ideas and convey meaning explicitly.
- This type of game involves careful listening if words are to be guessed correctly within the time limit.
- History-specific vocabulary is defined and learned interactively.

Try-out

Prepare your own word-guessing cards for a history topic of your choice, and trial the idea with a class.

Notes

1. Sets of game cards can be copied on to card and laminated in advance (for example, when reprographic support is available) for use by teachers across a department.

2. Other possible games include 'definition bingo'. This involves making bingo cards beforehand using either words or definitions, or a mix of the two. Each pupil is given a card. You, or a pupil, call out a word and the pupils cover up its definition on their bingo cards; alternatively, you, or another pupil, call out a definition and the pupils cover up the word on their bingo cards that is being defined. A mix of both words and definitions on each card keeps pupils on their toes, sorting and matching words and meanings.

Activity 2: Gathering ideas into a mind-map

Organise pupils into pairs and give each pair a sheet of sugar paper. Ask them to write a key question linked to current work in the centre of the sheet – for example, 'Why did Britain need an Empire?'

Give them 2 or 3 minutes to write down on the sugar paper all the responses they can think of to answer this question.

Ask them to make any relevant, logical links between the responses they have noted, using lines, branches or arrows.

Take feedback and collect an overview of ideas, factors and views on a whiteboard or flipchart.

These notes can then be used as a resource that can be referred to as the teaching of the topic progresses.

Take a few moments to consider the following ideas about how the activity develops learning in history through speaking and listening.

- It allows pupils to build on the suggestions of others.
- It helps pupils to clarify and modify their thinking:
  - they need to justify their ideas and make comparisons
  - they need to summarise before moving on to the next idea.
- Follow-on work will help them to make causal links.
- Pairs could combine into groups of four or six and develop their ideas further.
- It provides opportunities to emphasise and develop historical significance.
- Asking pupils to collect their ideas can help you to find out or check what they already know before starting work on a new topic.
- Transforming randomly noted words and phrases into mind-maps encourages the development of thinking skills, such as making links, categorising and prioritising.
- It caters for pupils whose preferred learning style is visual.

Activity 3: History odd one out

Pupils should work in groups of three. Give each group a set of three words linked to a current topic. The words should be chosen so that one 'doesn't fit', in order to prompt discussion.

Ask pupils to decide which of the three words is the odd one out, saying why they came to that particular decision.

Here is an example:

History odd one out

Bible	Latin	English
monarch	**king**	**ruler**
roads	**canals**	**raw materials**
Holocaust	**shoah**	**genocide**
Harald Hadraada	**Harold Godwin**	**William, Duke of Normandy**
Domesday Book	**feudalism**	**castles**

Consider what kind of talk is elicited by the activity and how it contributes to pupils' understanding of history, taking into account the following suggestions and adding any of your own.

- It helps pupils to develop their understanding of concepts and subject-specific vocabulary in history.
- It encourages questioning and reasoning.
- It builds confidence in terms of knowledge, understanding and thinking.
- It encourages the recognition of similarities and differences.
- It can be carried out at any point during a topic – for example, to introduce, to develop or check understanding thus far, or to conclude the topic.
- It can be a quick starter activity with words projected on to a whiteboard and mini whiteboards used for answers.
- It can be extended by asking pupils to add further words.

Activity 4: Snowball activity

Ask pupils to work in pairs and give each pair a piece of A3 paper.

Ask them to write a key revision question at the top of the A3 paper – for example: 'Why did communism in Russia collapse?'

They then divide the paper into two columns under this question. They head one column 'Events/influences in Russia' and the other 'Events/influences outside Russia'.

Ask them to write down possible answers to the question in the appropriate column. Anything that is more general should be written across the bottom of the page.

Ask the pairs to double up to fours and share their answers, adding anything new to their sheets. Next, ask the fours to double up to eights and repeat the sharing process.

Then take feedback from each group by asking for two answers from each column.

The way the groups work in this activity is often described as 'snowballing'. Its value lies in:

- encouraging pupils to review and extend their first ideas
- obliging pupils to explain and justify their ideas
- equipping less confident pupils with points to make
- rehearsing and refining points.

2.3 *Oral frames*

'Oral frames' are a practical, concrete way of supporting pupils' speaking and listening, and of promoting improved standards. They offer a means to address the following aspects of talk.

- We often use group work and pair work, but pupils will benefit from being taught how to use these ways of working effectively.
- We don't always take full advantage of the range of types of talk available.
- Talk has as many, if not more, 'text-types' than writing. The main categories – for example, explanation, instruction, description and information – are used in talk as well as in written text.
- Talk is also quick, fluid and shared. It can do some things better than writing – for example, exploratory work or quick sharing.

Here is an example.

Useful phrases for explaining cause and effect

- *The result is …*
- *This results in …*
- *As a result …*
- *Resulting in …*
- *Precipitating …*
- *Initiating …*
- *Triggering …*
- *The effect of this is …*
- *As a consequence …*
- *Consequently …*
- *Inevitably …*
- *This, in turn, causes …*

These are words and phrases that can be deployed in both speech and writing when you explain cause and effect. The first four examples show how variations on a key phrase can be used to fit any sentence. This sort of grammatical reshaping is a valuable asset to speakers because people often start an explanation before the sentence is grammatically polished.

Key phrases for talk

Spend a few minutes coming up with similar phrases for exploratory, hypothetical and speculative talk. Start off with: 'What if …?'

> **You may like to add any of the following to your list.**
>
> - Supposing …
> - Imagine …
> - Conceivably …
> - Perhaps …
> - Maybe …
> - Could we …?
> - It might …
> - I wonder if …?
> - Ought we to …?
> - What about …?
> - Why would …?
> - It's possible that …
> - It's probable that …

Try-out

Other types of talk for which oral frames might be devised include:

- arguing a point of view
- drawing out similarities and differences
- explaining a process
- drawing a conclusion from evidence.

As a department, allocate types and identify key words and phrases for an oral frame. Display the results and offer to copy them for circulation.

Identify a point in a lesson or series of lessons where you could trial a talking frame, and amend the frame in the light of experience.

Gathering useful terms would make a very good starter activity prior to group work, and would feed into written work too.

Links to other materials

You may also find it useful to look at module 7, The management of group talk, in the *Literacy across the curriculum* training file (DfES 2001), or module 12, Thinking together, in the *Foundation subjects* training file (DfES 2002).

3 Reading

Aim

- *To consider ways in which active reading strategies can be used in history lessons*

3.1 Reading strategies

Pupils encounter a wide range of different text-types during history lessons, as both primary and secondary sources – for example, pictures, diary, recounts, reports, lists and video.

A typical textbook moves frequently between these. History places demands on pupils' range and versatility as readers. It is helpful to recognise four key reading strategies that effective readers will select from according to the text and reading purpose. These are:

1 **continuous reading** – uninterrupted, linear reading of a piece of text

2 **close reading** – reflective reading to study, pausing to reread or think back

3 **skimming** – glancing quickly through a text to get the gist of it

4 **scanning** – searching for a particular piece of information.

Take a few moments to consider when and why each of these reading strategies might be used in history lessons, and review the notes that follow in relation to the needs of your own pupils. Pupils might use:

- skimming for dates to get an overview of a time line
- scanning for a particular name in a dense text
- close reading to analyse, develop understanding and compare
- continuous reading of a longer text, such as a novel, to provide a broad base of background information and to create interest in the topic being covered.

Note that:

- pupils need a clear purpose for reading if they are to select an appropriate strategy
- they need strategies for working with challenging or longer texts rather than simplified texts
- they need strategies to help them to engage with the text and process the information
- signposting pupils to one particular reading strategy (such as skimming or scanning) can provide a good starting point for closer reading of the most relevant parts of the text.

3.2 *Making effective use of textbooks*

Before working through this section, gather together a selection of KS3 history textbooks. Look quickly through these and make a list of literacy features and literacy demands, using the following list as a prompt if necessary.

- Presentational and organisational features
- Text-types used
- What a typical page or section demands of the reader.

Compare your own findings with the following ideas.

- Most texts use a range of presentational and organisational devices such as flow charts, drawings, colour coding, various fonts, labels and symbols.
- Written text is often organised into paragraphs (easily accessible chunks).
- Sometimes pictures and illustrations add new information, sometimes they supplement or exemplify the text.

Pupils need active reading skills to benefit from such devices and most need to be taught these skills. Effective teaching includes:

- explaining to pupils how they can use the main organisational and presentational features of a textbook when you first introduce it
- referring to specific examples in the relevant textbooks as they occur
- demonstrating the way that the features can be used to support different reading strategies – for example, scanning a page for key information, using subheadings.

3.3 *Active reading strategies*

Active reading strategies (often referred to using the acronym DARTs, which stands for 'Directed Activities Related to Texts') are designed to enable pupils to engage with texts in an active way by having something specific to do with the text – such as sequencing it, supplying missing words or highlighting specific information.

The teaching skill lies in choosing an activity that will help pupils achieve the lesson objective. The following activity is designed to illustrate how different reading activities can best be used for different texts and teaching objectives.

Activity 1: Engaging with texts

Consider the list of texts and objectives below. Then look at the list of possible activities. Decide which activities would be most appropriate for the texts and objectives.

Text and objective

Two pages of prose describe the causes of the First World War.
You want pupils to divide the causes into major and minor.

An extract describes in detail the features of a Roman soldier's uniform and equipment.
You want pupils to understand some of the key terminology used.

A passage describes the key events surrounding the outbreak of the Civil War in 1642.
You want pupils to identify and retain the events in chronological sequence.

A page from a textbook shows a range of sources related to the Great Fire of London.
You want pupils to use these as the basis for explaining why the fire spread so quickly.

A range of contemporary documents either support or oppose slavery.
You want pupils to identify emotive and persuasive language.

Possible activities

You could ask pupils to:

1 fill in a blank flow chart
2 use different-coloured highlighter pens to pick out contrasting themes or points
3 label an illustration
4 cut the passage up into paragraphs
5 sort the paragraphs into the correct sequence
6 highlight or underline key words and phrases.

The benefits of active reading tasks

- oblige close reading
- engage pupils and encourage participation
- make daunting passages more accessible
- give purpose and focus to reading
- go beyond 'just reading' to constructing meaning
- draw out key points very clearly
- encourage pupils to engage actively with a range of sources
- provide structured activities that support pupils in reflecting on the material, and making links between and across sources
- prompt discussion during the process, which encourages thinking and the clarification of ideas.

Possible limitations:

- risk of over-use
- tasks like these work only if they match the objective
- such tasks take time to prepare
- unless well planned, active reading activities can diminish the content to a game
- you will still need to draw out the learning.

The following account of active reading tasks that will promote close reading is taken from the *Literacy across the curriculum* training file (2001).

Activities which encourage close reading

These activities are most effective when worked on by a pair or small group as the discussion of possibilities leads to a closer look at the text.

Cloze

Filling the gap involves the reader in actively constructing meaning. Skills include:

- paying close attention to the meaning of the sentence
- choosing a word that fits grammatically
- using one's existing knowledge of the topic
- working out what is likely from the rest of the text
- working out what will fit with the style of the text – e.g. whether a word has already occurred in the sentence
- attending to the sense of the whole sentence by reading and rereading.

Sequencing

Sequencing activities involve reconstructing a text which has been cut into chunks. Skills include:

- reading and rereading
- paying close attention to the structure of the genre
- paying close attention to link words
- hunting for the logic or organising principle of the text – e.g. chronological order
- using previous experience and earlier reading.

(continued)

Text marking

Text marking includes underlining, annotating or numbering to the text to show sequence.

Skills may well include:

- skimming or scanning to find specific information
- differentiating between different categories of information
- deciding what is relevant information
- finding the main idea(s)
- questioning the information presented in the text.

Text restructuring

Text restructuring involves reading and then remodelling the information in another format. For example, flow charts, diagrams, Venn diagrams, grids, lists, maps, charts, concept maps or rewriting in another genre. Depending on the format, skills used will include:

- identifying what is key and relevant in a text
- applying what they know in a new context
- remodelling the content and the format of the text
- awareness of the characteristics of different genres
- critical reading
- summary and prioritisation
- writing as well as reading skills.

Using active reading strategies to enable pupils to access challenging texts

Use the following materials to consider how to apply this approach of using active reading strategies to some specific historical texts (printed below).

The texts

Two of the texts, below, are written accounts from a former slave describing how he was kidnapped into slavery and then how he was treated on board the slave ship. The third is an eye-witness account of the sale of slaves in the West Indies. These texts might, for instance, be part of a wider historical enquiry into how attitudes towards slavery changed.

They offer pupils a challenging reading experience, requiring careful consideration of teaching approaches that will enable pupils to access and make sense of their reading and to develop their critical thinking and historical reflection – in particular the skills of analysis and interpretation of contemporary accounts. Using such material contributes to whole-school literacy teaching objectives from the *Framework for teaching English: Years 7, 8 and 9*, such as Year 9, Reading 2: 'synthesise information from a range of sources, shaping material to meet the reader's needs'.

If you are working as a department, work in groups of three. Each group member should take one of the following accounts.

For self-study, you may choose to focus on one extract only, or work through all three texts.

Allow a few minutes for reading then carry out the tasks that follow the texts.

Text 1

'They … carry off as many as they could seize'

Olaudah Equiano, an Ibo from Nigeria, was just 11 years old when he was kidnapped into slavery. He was held captive in West Africa for seven months and then sold to British slavers, who shipped him to Barbados and then took him to Virginia. After serving a British naval officer, he was sold to a Quaker merchant from Philadelphia who allowed him to purchase his freedom in 1766. In later life, he played an active role in the movement to abolish the slave trade.

My father, besides many slaves, had a numerous family, of which seven lived to grow up, including myself and a sister, who was the only daughter. As I was the youngest of the sons, I became, of course, the greatest favourite of my mother, and was always with her; and she used to take particular pains to form my mind. I was trained up from my earliest years in the arts of agriculture and war; and my mother adorned me with emblems, after the manner of our greatest warriors. In this way I grew up till I was turned the age of eleven, when an end was put to my happiness in the following manner: Generally, when the grown people in the neighborhood were gone far in the fields to labour, the children assembled together in some of the neighborhood's premises to play; and commonly some of us used to get up a tree to look out for any assailant, or kidnapper, that might come upon us; for they sometimes took those opportunities of our parents' absence, to attack and carry off as many as they could seize. One day, as I was watching at the top of a tree in our yard, I saw one of those people come into the yard of our next neighbour but one, to kidnap, there being many stout young people in it. Immediately, on this, I gave the alarm of the rogue, and he was surrounded by the stoutest of them, who entangled him with cords, so that he could not escape till some of the grown people came and secured him. But alas! ere long, it was my fate to be thus attacked, and to be carried off, when none of the grown people were nigh. One day, when all our people were gone out to their works as usual, and only I and my dear sister were left to mind the house, two men and a woman got over our walls, and in a moment seized us both; and, without giving us time to cry out, or make resistance, they stopped our mouths, and ran off with us into the nearest wood. Here they tied our hands, and continued to carry us as far as they could, till night came on, when we reached a small house, where the robbers halted for refreshment, and spent the night. We were then unbound; but were unable to take any food; and, being quite overpowered by fatigue and grief, our only relief was some sleep, which allayed our misfortune for a short time.

Source: this extract is taken from the website of Digital History (www.digitalhistory.uh.edu) from *The Interesting Narrative of the Life of Olaudah Equiano or Gustavas Vassa the African* and is reproduced by kind permission of Digital History.

Text 2

Olaudah Equiano's entry into a slave ship

I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life; so that with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat, nor had I the least desire to taste any thing. I now wished for the last friend, Death, to relieve me; but soon, to my grief, two of the white men offered me eatables; and, on refusing to eat, one of them held me fast by the hands, and laid me across, I think, the windlass, and tied my feet, while the other flogged me severely. I had never experienced any thing of this kind before; and although, not being used to the water, I naturally feared that element the first time I saw it; yet, nevertheless, could I have got over the nettings, I would have jumped over the side, but I could not; and, besides, the crew used to watch us very closely who were not chained down to the decks, lest we should leap into the water; and I have seen some of these poor African prisoners most severely cut for attempting to do so, and hourly whipped for not eating. This indeed was often the case with myself.

I inquired of these what was to be done with us. They gave me to understand we were to be carried to these white people's country to work for them. I then was a little revived, and thought if it were no worse than working, my situation was not so desperate. But still I feared that I should be put to death, the white people looked and acted in so savage a manner. I have never seen among my people such instances of brutal cruelty, and this not only shown towards us blacks, but also to some of the whites themselves.

Source: this extract is taken from the website of Digital History (www.digitalhistory.uh.edu) from *The Interesting Narrative of the Life of Olaudah Equiano or Gustavas Vassa the African* and is reproduced by kind permission of Digital History.

Text 3

Alexander Falconbridge describes the reaction of enslaved Africans to their sale

Being some years ago, at one of the islands in the West Indies, I was witness to a sale by scramble, where about 250 Negroes were sold. Upon this occasion all the Negroes scrambled for bear an equal price; which is agreed upon between the captains and the purchasers before the sale begins. On a day appointed, the Negroes were landed and placed together in a large yard belonging to the merchants to whom the ship was consigned. As soon as the hour agreed on arrived, the doors of the yard were suddenly thrown open and in rushed a considerable number of purchasers, with all the ferocity of brutes. Some instantly seized such of the Negroes as they could conveniently lay hold of with their hands. Others being prepared with several handkerchiefs tied together, encircled as many as they were able. While others, by means of a rope, effected the same purpose. It is scarcely possible to describe the confusion of which this mode of selling is productive. It likewise causes much animosity among the purchasers who not infrequently fall out and quarrel with each other. The poor astonished Negroes were so terrified by these proceedings, that several of them, through fear, climbed over the walls of the courtyard and ran wild about the town, but were soon hunted down and retaken …

Source: this extract is taken from the website of Digital History (www.digitalhistory.uh.edu) from *The Interesting Narrative of the Life of Olaudah Equiano or Gustavas Vassa the African* and is reproduced by kind permission of Digital History.

Now consider:

1   What are the specific reading challenges these texts would present to pupils?

2   Which reading activities would you use to enable pupils to:

– read the extracts closely, with understanding

– identify evidence from the texts to support the enquiry question

– begin to appraise the usefulness of the source in relation to the enquiry?

Refer back to the list of active reading tasks on page 14 if you need to. Bear in mind the nature of the text and the history teaching objectives.

Now compare your ideas to those reproduced below, which were contributed by some other teachers.

Reading challenges include:

■   unfamiliar or archaic vocabulary

■   complexity and unfamiliarity of sentence structure

■   density of the text and lack of signposting to the reader.

Helpful reading activities will include:

- ■ shared reading, with the text on an OHT so that the teacher can demonstrate how to ask questions of the text, work out an unfamiliar word or highlight key pieces of evidence

- ■ reading the passages aloud – pupils might be asked to prepare a reading in groups, accompanying this with a drama activity such as 'freeze frame' (showing visually one moment from the account)

- ■ pair discussion to extract key information, which is then presented in a grid

- ■ highlighting the words and phrases in Text 3 that provide an insight into the writer's attitude to what he witnessed.

3.4 *Use of fiction*

Historical fiction – either written or on film – can be of real value as an element in history teaching and learning.

Benefits

- ■ Fiction can bring the past alive for pupils.

- ■ These texts are an alternative source of information for pupils who shun factual prose.

- ■ Film is accessible, even to pupils who cannot read well.

- ■ Fictional texts offer insights into the feel and texture of everyday life at the time.

Limitations

- ■ Some texts take liberties with historical facts.

- ■ Fictional texts can suffer from anachronisms.

- ■ The focus is on story rather than historical observation.

- ■ Fictional texts blur fantasy and reality.

Possible uses

- ■ View a film or sequence critically for historical accuracy.

- ■ Show sequences that illustrate a particular setting or period well.

- ■ Encourage wider reading by issuing a reading list related to the current topic.

- ■ Ask the school librarian to mount a display of relevant titles.

- ■ Arrange a lunchtime showing of a relevant film.

Links to other materials

Further ideas for approaches to reading can be found in module 5, Active reading strategies, and module 6, Reading for information, in the *Literacy across the curriculum* training file. A further video example of active reading in history is included in module 5.

Also useful are module 9, Making notes, and module 10, Using the library/learning centre.

Aims

- ■ *To consider the text-types used in history*
- ■ *To look at the stylistic features of the text-types*
- ■ *To explore the benefits of a sequence for the teaching of writing in history*

4.1 *Text-types*

It is helpful to know which text-types pupils will meet and use in each subject. For example, although most text-types will be used in the teaching of history, some will occur more frequently than others, especially as pupils move through Key Stage 3 and into Key Stage 4.

Main categories of non-fiction writing

- ■ Instruction
- ■ **Recount**
- ■ Explanation
- ■ **Information**
- ■ Persuasion
- ■ **Discursive writing**
- ■ **Analysis**
- ■ Evaluation

There is, however, a 'health warning' that goes with this way of categorising texts: many texts are actually examples of not one but two or more text-types combined in some way. As pupils' skills develop they will recognise this as readers and employ it to their advantage as writers. They will be able to inform *and* discuss, for example, or recount *and* analyse.

Spend a few moments considering which of the text-types shown above occur most frequently in history and note one or two brief examples, focusing particularly on those highlighted in **bold**.

In order to write effectively, pupils need to know the main features of each text-type. The following grid sets out the main features or 'conventions' involved.

Conventions

Purpose	Text level	Sentence level
■ What is its purpose? ■ Who is it for? ■ How will it be used? ■ What kind of writing is therefore appropriate?	■ Layout ■ Structure/ organisation ■ Sequence	■ Viewpoint (first person, third person, and so on) ■ Prevailing tense ■ Active/passive voice ■ Typical sentence structure and length ■ Typical cohesion devices

Notes

■ Pupils need this knowledge/information before they start to write.

■ The conventions grid can be useful if completed by teachers across a department so that there is agreement about features of text-types. Pupils can use the grid to record their findings as they investigate the generic features of a text-type or the specific features of an individual text.

■ The grid can be used as a wall display to inform the writing of a particular text-type.

Example

'Analysis' is a common feature in the teaching and learning of history. The following grid fleshes out the key conventions of this type of text.

Analysing text types: Analysis, including essay writing	
Purpose ■ What is its purpose? ■ Who is it for? ■ How will it be used? ■ What kind of writing is therefore appropriate	■ To analyse a topic/question or to present a reasoned response to a text/series of texts/other media products ■ In schools, used as means of assessing pupil knowledge/ understanding of the topic/texts/ media products ■ Often in essay form: broad topic, to be addressed through attention to detail, e.g. *What were the reasons for the development of the cotton industry in Lancashire?*
Text level ■ Layout ■ Structure/organisation ■ Sequence	■ Title often invites debate, e.g. *How can one justify the continuing cost of space exploration?* ■ Statement of the issue, followed by preview of the main points to be made in text, followed by each point in turn, followed with the subject, e.g. does not retell the plot of a novel ■ Use of quotes to support points
Sentence level ■ Viewpoint (first/third person, etc.) ■ Prevailing tense ■ Active/passive voice ■ Typical sentence structure and length ■ Typical cohesion devices	■ Third person; perhaps first person when giving summary of views, or when asked in title for personal response ■ Present/past tense depending on the focus ■ Active voice more common; passive used then identity of agent is not relevant or need not be repeated, e.g. *Sherlock Holmes is portrayed as …*, *The castles were strongly fortified …* ■ Connectives often used for contrast/ comparison in areas of debate, e.g. *whereas*, *though*, *while*, *unless*, *however*, *on the other hand*, *similarly*, *equally*, *also* ■ Connectives used to establish cause and effect, e.g. *because*, *since*, *therefore*, *so*, *as a result* ■ Connectives used to indicate the use of evidence, e.g. as in, *I know this because …*, *this shows that …*
Word level ■ Stock words and phrases ■ Specialised or typical vocabulary ■ Elaborate/plain vocabulary choices	■ Critical vocabulary related to subject under review, e.g. in literature: *personification*, *alliteration*; in art: *texture*, *chiaroscuro* ■ Vocabulary associated with value judgements, e.g. *convincing*, *amusing*

Consider two or three specific features of this text-type that you might usefully highlight with pupils and demonstrate through modelling before you set them an essay.

Note that likely features will focus on 'cohesive devices' such as:

- connections used to link ideas
- overall text organisation
- use of evidence and example
- how to focus ideas in a paragraph using a topic sentence.

Now look at the following text, which exemplifies this text-type.

Why did the Normans win the Battle of Hastings?

The Battle of Hastings took place in 1066 when Edward the Confessor died, leaving no heir. Harold Godwinson took his place, but he had two rivals, Harald Hadraada, the king of Norway, and William, Duke of Normandy. William eventually won, and this piece of writing explores the reasons why. William was a very determined and ambitious leader. He claimed that Harold had promised to help him to become king, and so, when Harold claimed the throne, he did all he could to conquer England. He left Normandy undefended, and took 3000 ships with horses and soldiers across the English channel. He must have been very determined to do this, as the channel was very dangerous. His bravery is shown again during the battle, when he took off his helmet and said to his soldiers, 'Look at me well. I am still alive and, by the grace of God, I shall yet prove victor.'

William also had a strong army, and a good strategy. For example, he put the archers in the front, then infantry, and behind them the men on horse-back. The Anglo-Saxon Chronicle says, 'All the English were on foot. The Normans had foot-soldiers, archers and cavalry with horses.' This would have been a great advantage. Also he pretended to retreat, and then the English broke the shield wall, so when the Normans turned back, the English were not very well protected. Therefore William chose a good time to invade, before Harold had established his position as king.

Harold's bad luck also helped William to win. Harold Godwinson was fighting Harald Hadraada at Stamford Bridge when William invaded in the south. Harold had to march 300 km, having lost many of his best men in the previous battle. If the wind had not changed just then Harold would have had more men, and he would have had more time to set his army up. There is a picture in the Bayeux Tapestry of Harold being killed with an arrow through his eye. When he died, the English were frightened, and deserted. William won the battle for many reasons. It was a mixture of good leadership, planning and luck. If the wind hadn't changed, or if Harald Hadraada hadn't invaded, I think that Harold could have won, and England would be a different place.

Make a copy of the above text and use the 'Analysis, including essay writing' grid (see page 22) to annotate it, drawing out key features at word, sentence and text level.

Compare your ideas with the example shown below.

Why did the Normans win the Battle of Hastings?

Introduction – statement of the issue

The Battle of Hastings took place in 1066 when Edward the Confessor died, leaving no heir. Harold Godwinson took his place, but he had two rivals, Harald Hadraada, the king of Norway, and William, Duke of Normandy. William eventually won, and this piece of writing explores the reasons why.

Third person; perhaps first person when giving summary of views, or when asked in the title for personal response

Topic sentences lead the reader into the paragraph

William was a very determined and ambitious leader. He claimed that Harold had promised to help him to become king, and so, when Harold claimed the throne, he did all he could to conquer England. He left Normandy undefended, and took 3000 ships with horses and soldiers across the English channel. He must have been very determined to do this, as the channel was very dangerous. His bravery is shown again during the battle, when he took off his helmet and said to his soldiers, 'Look at me well. I am still alive and, by the grace of God, I shall yet prove victor.'

Present/past tense depending on the focus, e.g. present for views, past for events

Active voice more common; passive used when identity of agent is not relevant or need not be repeated, e.g. *The castles were strongly fortified*

Use of supporting comment/detail

William also had a strong army, and a good strategy. For example, he put the archers in the front, then infantry, and behind them the men on horse-back. The Anglo-Saxon Chronicle says, 'All the English were on foot. The Normans had foot-soldiers, archers and cavalry with horses.' This would have been a great advantage. Also he pretended to retreat, and then the English broke the shield wall, so when the Normans turned back, the English were not very well protected. Therefore William chose a good time to invade, before Harold had established his position as king.

Use of quotes to support points

Harold's bad luck also helped William to win. Harold Godwinson was fighting Harald Hadraada at Stamford Bridge when William invaded in the south. Harold had to march 300 km, having lost many of his best men in the previous battle. If the wind had not changed just then Harold would have had more men, and he would have had more time to set his army up. There is a picture in the Bayeux Tapestry of Harold being killed with an arrow through his eye. When he died, the English were frightened, and deserted.

Connectives often used for contrast/comparison in areas of debate, e.g. *whereas*, *though*, *while*, *unless*, *however*, *equally*, *also* Connectives used to establish cause and effect, e.g. *because*, *therefore*

Summary/conclusion

William won the battle for many reasons. It was a mixture of good leadership, planning and luck. If the wind hadn't changed, or if Harald Hadraada hadn't invaded, I think that Harold could have won, and England would be a different place.

Critical vocabulary related to subject under review

'Why did the Normans win the Battle of Hastings?' is taken from a pamphlet entitled *Analytical and Discursive Writing in History at Key Stage 3*, by Christine Counsell (1997), and is reproduced here by kind permission of the author and the publishers, The Historical Association.
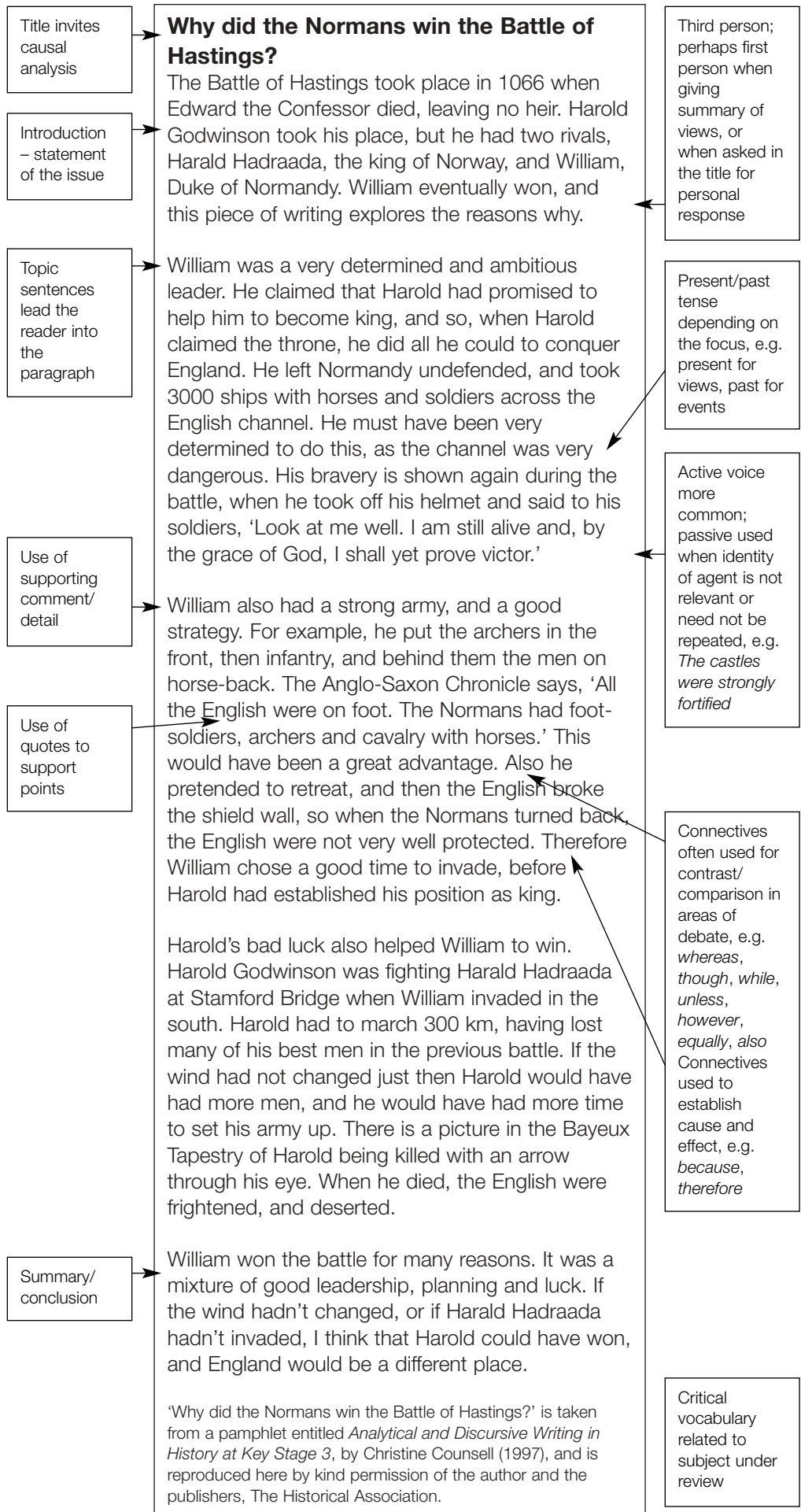
4.2 *Sequence for writing*

In order to raise standards, it is important that pupils are able to express their historical knowledge and understanding clearly and appropriately for their audience and purpose.

To provide a secure basis for pupil progress, the Key Stage 3 National Strategy recommends a clear sequence for the teaching of writing.

A sequence for teaching writing

1   Establish clear aims
2   Provide example(s)
3   Explore the features of the text
4   Define the conventions
5   Demonstrate how it is written
6   Compose together
7   Scaffold the first attempts
8   Independent writing
9   Draw out key learning

Notes

- ■ Any teaching sequence should be used as a guide, not a rigid pattern for every single lesson.
- ■ It is important that pupils know the purpose and audience for their writing.
- ■ Pupils will write more effectively if they have first explored features and conventions.
- ■ Teacher demonstration is a very effective way of showing pupils how a writer thinks, makes decisions and applies writing skills and knowledge. Demonstration is often linked to shared writing, where pupils are invited to compose short sections or to discuss choices and decisions as writers.
- ■ Scaffolding the first attempt provides an additional step for some pupils before they go on to write independently. They take on the responsibility for the writing but have support from the teacher or another adult or from a resource that has been designed to guide them through the task.
- ■ Summarising key points at the end of a lesson helps to secure pupils' learning and consolidates their understanding by 'bookmarking' what they have covered. It also provides a useful starting point for the next lesson.

Video sequence

Now watch video sequence 1 which is on this CD. It shows an example of the writing sequence in a historical context.

It is taken from the video that accompanies module 2, Writing non-fiction, in the *Literacy across the curriculum* training file. The sequence shows Fiona Smyth's Year 7 group at Robert Clack School, Dagenham. The context for the lesson is 'Why was the Roman army so successful?'

As you watch the clip, follow through the stages of the teaching sequence and consider the ways in which it provides a supportive context for writing.

Take a few moments to consider and note down the *impact* of this teaching on:

■ pupils' writing

■ pupils' grasp of the key historical understanding.

Now look at the following samples of pupils' writing, which were outcomes from the lesson.

Why did the Normans win the Battle of Hastings?

(the reason why) The Battle of Hastings took place in 1066 when Edward the Confessor died, leaving no heir. Harold Godwinson took his place, but he had two rivals, Harald Hadraada, the King of Norway, and William, Duke of Normandy. William eventually won, and this piece of writing explores the reasons why.

(past tense) William was a very determined and ambitious leader. He claimed that Harold had promised to help him become king, and so, when Harold claimed the throne, he did all he could to conquer England. He left Normandy undefended, and took 3000 ships with horses and soldiers across the English channel. He must have been very determined to do this, as the channel was very dangerous. His bravery is shown again during the battle, when he took off his helmet and said to his soldiers, *(quote)* "Look at me well. I am still alive and, by the grace of God, I shall yet prove victor."

(past tense) William also had a strong army, and a good strategy. For example, he put the archers in the front, then infantry, and behind them the men on horseback. The Anglo-Saxon Chronicle says, *(quote)* "All the English were on foot. The Normans had foot-soldiers, archers and cavalry with horses." This would have been a great advantage. Also he pretended to retreat, and then the English broke the shield wall, so when the Normans turned back, the English were not very well protected. Therefore William chose a good time to invade, before Harold had established his position as king.

(past tense) Harold's bad luck also helped William to win. Harold Godwinson was fighting Harald Hadraada at Stamford Bridge when William invaded in the south. Harold had to march 300 km, having lost many of his best men in the previous battle. If the wind had not changed just then, Harold would have had more men, and he would have had more time to set his army up. *(evidence)* There is a picture in the Bayeux Tapestry of Harold being killed with an arrow through his eye. When he died, the English were frightened, and deserted.

(past tense) William won the battle for many reasons. It was a mixture of good *(reasons)* leadership, planning and luck. If the wind hadn't changed, or if Harald Hadraada hadn't invaded, I think that Harold could have won, and England would be a different place.

Why did the Normans win the Battle of Hastings?

The Battle of Hastings took place in 1066 when Edward the Confessor died, leaving no heir. Harold Godwinson took his place, but he had two rivals, Harald Hadraada, the King of Norway, and William, Duke of Normandy. William eventually won, and this piece of writing explores the reasons why.

Good introduction

/

Past tense

William was a very determined and ambitious leader. He claimed that Harold had promised to help him become king, and so, when Harold claimed the throne, he did all he could to conquer England. He left Normandy undefended, and took 3000 ships with horses and soldiers across the English channel. He must have been very determined to do this, as the channel was very dangerous. His bravery is shown again during the battle, when he took off his helmet and said to his soldiers, *"Look at me well. I am still alive and, by the grace of God, I shall yet prove victor."* *quote*

Good vocab-ulary.

very accurate

Past tense

Good Point.

Past tense.

William also had a strong army, and a good strategy. For example, he put the archers in the front, then infantry, and behind them the men on horseback. The Anglo-Saxon Chronicle says, *"All the English were on foot.* *The Normans had foot-soldiers, archers and cavalry with horses."* This would have been a great advantage. Also he pretended to retreat, and then the English broke the shield wall, so when the Normans turned back, the English were not very well protected. Therefore William chose a good time to invade, before Harold had established his position as king.

-quote set out.

Harold's bad luck also helped William to win. Harold Godwinson was fighting Harald Hadraada at Stamford Bridge when William invaded in the south. Harold had to march 300 km, having lost many of his best men in the previous battle. If the wind had not changed just then, Harold would have had more men, and he would have had more time to set his army up. There is a picture in the Bayeux Tapestry of Harold being killed with an arrow through his eye. When he died, the English were frightened, and deserted.

Used events to show evidence

William won the battle for many reasons. It was a mixture of good leadership, planning and luck. If the wind hadn't changed, or if Harald Hadraada hadn't invaded, I think that Harold could have won, and England would be a different place.

Why was the Roman army so Successful

The Romans army's armour and weapons were of high quality and were thoughtfully designed. Additionally the equipment they handled were made out of strong materials so they could with stand the hardest things. They made them out of steal and leather. This led to all soilders carrying not one but four pieces of equiptment. Subsequently they were never caught off guard.

Organisation was very important as the Roman army was split into small section so that it was easier to control. Furthermore the divided section were called legions and Centuries. A legion was really about 5,400 men but Suprisingly the 1st cohort had 600 extra men. Inevitably the Legion which was a big section needed support staff e.g. Blacksmiths which helped to fix horses shoes, Cooks so they could battle with happy stomachs and Doctors for aid.

Life as a Roman Soilder was easy as they had got 75 denaril and where treated well which made them more likely to work hard. However they had to work hard of fear because every tenth man/Soilder was executed/killed. Sometimes soilders vdentered to fight for their country.

The Roman army was Succesful for many reasons. These reasons were they had excellent withstanding weapons and great but important organisation phas e.g. when to hit the enemy/target. Therefore with not all the weapons in the world and But no organisation nothing could have deti defeated the great and brave ROMANS!

Why was the Roman Army so Successful?

The Roman's armour and weapons were of very high quality, they were also very thoughtfully designed. They were made of very reliable and strong materials such as steel or leather. Every soldier within this formidable army had 4 peices of equipment including spares, this way, they could never be caught by suprise.

The army ~~got~~ was organised into different sections to make the army more successful, for example, the soldiers were divided into legions. then into centuries. The legions had roughly about 600 people in support staff, the support staff was made of ~~cooks~~ cooks, blacksmiths, doctors, clerks and messengers.

The Roman soldiers were ~~treated~~ very well, this made them happier to work harder during battles and training. They also worked harder because of a sense of fear, the fear was because, if they lost a battle every 10th man would die. They also thought it was better to work than not, they thought this because it was better to work hard and get paid than to sit around month after month and getting bored.

The Romans were very successful for a number of different reasons. It was partly because of their very high sense of discipline during training. This soon ~~got~~ became a habit and they became like it in battle. It was also because of their armour and weapons and their organisation. Overall, these were the reasons that the Romans became very successful.

Why was the Roman army Successful?

The armour and weapons owned by a Roman soldier was made of very high quality and were thoughtfully designed. They were made with strong materials such as leather and steel which gave the soldiers good protection in battle and training. Every soldier had to carry four pieces of equipment with them so they always had weapons. As the soldiers always had weapons with them they could never be caught by surprise.

The Roman army was not one big mass, instead it was split into smaller sections. The sections were split as the following: firstly as legions, then into centuries. The organization of the Roman army was a crucial part of their success. and Not all the members of the legions were always fighting, some were support staff which included cooks and blacksmiths.

The soldiers in the Roman army were treated very well. They were able to put 29 denarii into their savings bank after four months of (being) working. On the other hand, fear probably played an important part of a Roman soldiers life. For example Suetonius, a Roman in the time of Emperor Augustus, describes one of the punishments of decimation: "If a company broke in battle, Augustus ordered the survivors to draw lots, then he executed every tenth man. The remainder would be fed on barley bread instead of the usual wheat ration. All the Roman soldiers wanted to work hard and felt that if they weren't a soldier life would be a bore.

The Roman army was successful for many reasons. These reasons included all the hard training the Roman soldiers (put into) did. If they hadn't trained as much then they would have been caught by surprise. Also if life wasn't strict for a Roman soldier then the soldiers would have slacked and not bothered. They would have neglected their duties and not bothered training. These are some of the main reasons why the Roman army was so successful.

<u>14th February 2001</u>

Why was the Roman Army Successful

All the Romans armour and weapons were high quality and thoughtfully designed. They were made of strong materials e.g. steel and leather. All soldiers carried four pieces of equipment, ~~which ment~~ Therefore they always had the right weapons and were never caught by suprise. All weapons were very important in the Roman Army.

~~Having~~ The Roman Army was split into sections which was important. It ment that it would be easier to control if they had to fight. They were divided into legions, then to centuries. Also the Romans had support staff which ~~cook~~ consisted of cooks, blacksmiths etc. Having support staff meant the soilders and everything else was looked after.

Every Roman soldier was treated well. Being treated well ment that they would work hard. If they didn't work hard and lost a battle it ment that every 10th man would be killed.

Also they were paid well. They recived 75 denarii, most of this went towards weapons food etc. If the soldiers had to pay for their own equipment it was morely likely they would look after it

The Roman army was very successful. It was a mixture of training, tactics and battle plans, & armour and weapons, organisation and the way the soilders were treated. If the army hadn't been ~~so~~ as good as they were history would be very different.

Task

Select one example from the above to identify how the teaching points from shared writing have been applied by the pupil in independent work.

What responses would you make in marking this work on the literacy aspects of the pupils' work?

4.3 *Organising writing*

You may recognise the familiar situation where a pupil has good historical knowledge and understands historical concepts and yet is unable to write effectively in history lessons, producing writing that does not convey what he or she knows, and that is ineffective in relation to purpose and audience.

Pupils often struggle to organise what they want to write even when the text-types required are clear and they have the historical information they need. This is often because they are having difficulty with the writing process rather than with the history. If pupils organise the content of their writing before they begin, it can inform their thinking and improve the quality and coherence of their written outcomes.

Activity 1: Sorting information

'Sort' activities can help pupils to understand that there are usually several different ways to organise the information they want to include in their writing.

This activity:

- is related to the classroom work shown in the video sequence around the topic 'Why did the Normans win the Battle of Hastings?'
- should follow a speaking and listening group discussion on why the Normans won the Battle of Hastings, to contextualise the work and to ensure pupils are fully aware of the reasons
- can easily be adapted to other historical content.

Why did the Normans win the Battle of Hastings? Sort sheet

Introductory paragraph

Conclusion

How to structure and run the activity

1 Organise pupils into pairs.

2 Distribute the 'sort sheet' to each pair – this is the sheet on to which pupils will place cards.

3 Give each pair the 'heading cards' they are going to place at the top of the columns on the sort sheet.

Battle of Hastings   Heading cards

Before the battle	William's strengths
During the battle	Harold's weaknesses
After the battle	Other aspects which were nothing to do with either side

4 Then give them the 'cause cards'. These show reasons for the Normans'
success at the Battle of Hastings.

Battle of Hastings   Cause cards

The Normans had knights on horseback who were skilful fighters.	Stamford Bridge and the journey south made Harold's troops very tired.
The Normans prepared carefully. They brought with them a useful mixture of well-equipped foot soldiers, archers and cavalry.	The battle began before Harold's troops were properly ready.
William was skilful, ambitious and determined to be King of England.	William arranged his troops carefully and used them skilfully in the battle.
The wind changed and allowed William's troops to cross the channel at a time when Harold's troops were away in the north.	The Normans' clever trick of pretending to retreat caused the English to leave their strong position on the hill.
Some of Harold's best fighters died at the Battle of Stamford Bridge.	In the middle of the battle, Harold was killed. The English were weak without their leader.

5 Ask the pairs to put the headings 'Before the battle', 'During the battle' and
'After the battle' on to the sort sheet, organising the cause cards into the three
columns under the headings.

6 Stop the activity and ask pupils to rearrange the cards under the headings
'William's strengths', 'Harold's weaknesses' and 'Other aspects which were
nothing to do with either side'.

7 Now ask pupils to think of two other possible headings under which to sort the
cards. They could use the blank cards provided for their headings.

8 Stop the activity and ask one pair to say briefly which method of organising their
cards would provide the best basis for a structured essay.

9 Now use the range of responses as the basis for discussing with pupils how
best to structure and organise their essay.

10 Move into the 'Teaching sequence' for writing, adapting as appropriate.

Take a few minutes to consider why this sort of activity helps pupils prepare to write an essay, and to think of another history topic where the sort activity would help pupils to plan an organised activity.

Compare your thoughts with the comments below, which other teachers have made about this type of sorting activity.

The sorting activity:

- allows pupils to consider what they will include in their writing
- helps them to prioritise the information that should be included, so that they are able to select what is important, what is peripheral and what is irrelevant
- reminds them that there will be more than one way to organise the content
- helps them to decide on the best way to organise the content
- allows pupils to use column headings to organise the essay into sections, and the 'cause' cards to compose topic sentences
- supports pupils who may be unsure about what to write and how to get started.

Try-out
Select a topic you are about to teach and adjust your lesson plans to build in a sorting activity, adapting the ideas above. If you are working collaboratively with colleagues, you might like to explore alternative ways of developing sorting activities, and then compare the impact on the quality of pupils' writing afterwards.

Aims

■ *To consider how literacy objectives can be made clear in schemes or units of work*

■ *To provide time for you to look at your own schemes or units of work and consider where you might teach literacy objectives to support learning in history*

5.1   *Introduction*

This section will help you to reflect on your current schemes, units or modules of work.

5.2   *How can literacy objectives be made clear in schemes or units of work?*

The following is an example from a history department of a unit of work on medieval realms for Year 7. It outlines briefly the content and timings for the work, the intention being that teachers use this as a basis for their short-term planning. Timings will vary according to the number and length of lessons.

Time	History	Literacy objective
Week 1	How did William establish his control over England?	Work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas
Week 2	Why did William order the Domesday Book? Was it useful to him? Why was it useful? What did it tell him?	Use appropriate reading strategies to extract particular information, e.g. highlighting and scanning. Distinguish between the ideas of the writer and those expressed by others
Week 3	How was medieval society organised?	Record key points as brief, clearly organised notes for later use
Week 4	How did English kings deal with with Scotland, Ireland and Wales?	Use exploratory, hypothetical or speculative talk as a way of researching ideas and expanding thinking
Week 5	How did Henry II come into conflict with the Church?	Find and use different ways to validate an argument, e.g. exemplification or testimony
Week 6 Week 7 Week 8	Was King John a popular king?	Recognise how print, sound and still or moving images combine to create meaning

Adopting and teaching literacy objectives will lead to improved standards in history because:

- using a small number of literacy objectives ensures that teachers can focus on specific areas of literacy that will result in gains both in pupils' attainment in history, as well as in their literacy development
- pupils can be explicitly taught how to ask questions to elicit clarification or expand thinking in history
- pupils can be explicitly taught the reading and note-taking strategies needed to understand historical information
- pupils can be explicitly taught how to use evidence to persuade the reader of relative merits – for example, of King John as king.

5.3 *Planning literacy objectives into schemes or units of work*

Select a unit of work you are about to teach and use selected objectives from the *Framework for teaching English: Years 7, 8 and 9* to map against history objectives and content, as shown in the example above. If you are working collaboratively with colleagues, you might wish to discuss a unit in pairs, or to take a different unit each and then compare notes.

Key literacy objectives from the *Framework for teaching English: Years 7, 8 and 9* can be found in the Appendix below.

As well as reflecting on the outcomes of this approach to planning a unit of work, you might also like to reflect on the following questions.

- How did you find the process?
- How easily did the objectives fit in to the existing scheme or unit of work?
- Was the process helpful in making more explicit the strategies pupils could use?
- Did it help to identify how pupils might be supported in learning history?

To conclude, it is worth repeating that further support can be found in the *Literacy across the curriculum* training file, available in your school. Module 9 (Making notes) might prove useful to you.

The training materials in the foundation subjects also contain helpful material, especially in terms of speaking and listening. The teaching repertoire, modules 4 (Questioning), 5 (Explaining) and 6 (Modelling), are very useful, as is module 12 (Thinking together).

Year 7 teaching objectives

Word level

Spelling
Pupils should revise, consolidate and secure:

7 the spellings of key words in each subject;

Spelling strategies
To continue learning, constructing and checking spellings, pupils should be able to:

8 recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary;

10 draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns;

Vocabulary
To continue developing their vocabulary, pupils should be able to:

14 define and deploy words with precision, including their exact implication in context;

21 read accurately, and use correctly, vocabulary which relates to key concepts in each subject, distinguishing between everyday uses of words and their subject-specific use, e.g. *energy*, *resistance*;

Sentence level

Sentence construction and punctuation
Pupils should be taught to:

1 extend their use and control of complex sentences by:
   a recognising and using subordinate clauses;
   b exploring the functions of subordinate clauses, e.g. *relative clauses such as 'which I bought' or adverbial clauses such as 'having finished his lunch'*;
   c deploying subordinate clauses in a variety of positions within the sentence;

3 use punctuation to clarify meaning, particularly at the boundaries between sentences and clauses;

5 use the active or the passive voice to suit purpose;

Paragraphing and cohesion

8 recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. when there is a *shift of topic*, *viewpoint or time*;

12 organise ideas into a coherent sequence of paragraphs, introducing, developing and concluding them appropriately;

Stylistic conventions of non-fiction

14 recognise and use stylistic conventions of the main forms of writing used in subjects, e.g. *science report*, *book review*;

Standard English and language variation

15 vary the formality of language in speech and writing to suit different circumstances;

17 use standard English consistently in formal situations and in writing;

(continued)

Text level – Reading

Research and study skills
Pupils should be taught to:
1 know how to locate resources for a given task, and find relevant information in them, e.g. *skimming*, *use of index*, *glossary*, *key words*, *hotlinks*;
2 use appropriate reading strategies to extract particular information, e.g. *highlighting*, *scanning*;
3 compare and contrast the ways information is presented in different forms, e.g. *web page*, *diagrams*, *prose*;
4 make brief, clearly-organised notes of key points for later use;
5 appraise the value and relevance of information found and acknowledge sources;

Reading for meaning
7 identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer;
8 infer and deduce meanings using evidence in the text, identifying where and how meanings are implied;

Understanding the author's craft
13 identify, using appropriate terminology, the way writers of non-fiction match language and organisation to their intentions, e.g. *in campaign material*;

Text level – Writing

Plan, draft and present
Pupils should be taught to:
1 plan, draft, edit, revise, proofread and present a text with readers and purpose in mind;
2 collect, select and assemble ideas in a suitable planning format, e.g. *flow chart*, *list*, *star chart*;
3 use writing to explore and develop ideas, e.g. *journals*, *brainstorming techniques and mental mapping activities*;

Write to inform, explain, describe
10 organise texts in ways appropriate to their content, e.g. *by chronology*, *priority*, *comparison*, and signpost this clearly to the reader;

Write to persuade, argue, advise
15 express a personal view, adding persuasive emphasis to key points, e.g. *by reiteration*, *exaggeration*, *repetition*, *use of rhetorical questions*;

(continued)

Speaking and Listening

Speaking

Pupils should be taught to:

1 use talk as a tool for clarifying ideas, e.g. *by articulating problems or asking pertinent questions*;

4 give clear answers, instructions or explanations that are helpfully sequenced, linked and supported by gesture or other visual aid;

5 promote, justify or defend a point of view using supporting evidence, example and illustration which are linked back to the main argument;

Group discussion and interaction

10 identify and report the main points emerging from discussion, e.g. *to agree a course of action including responsibilities and deadlines*;

13 work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas;

Year 8 teaching objectives

Word level
Pupils should be taught to:

Spelling

4 learn complex polysyllabic words and unfamiliar words which do not conform to regular patterns;

5 secure the spelling of key terms and new words from across the curriculum;

Vocabulary

9 appreciate the precise meaning of specialist vocabulary for each school subject, and use specialist terms aptly in their own writing;

10 extend the range of prepositions and connectives used to indicate purpose, e.g. *in order to*, *so that*, or express reservations, e.g. *although*, *unless*, *if*;

Sentence level
Pupils should be taught to:

Sentence construction and punctuation

1 combine clauses into complex sentences, using the comma effectively as a boundary signpost and checking for fluency and clarity, e.g. *using non-finite clauses*;

5 recognise and exploit the use of conditionals and modal verbs when speculating, hypothesising or discussing possibilities;

Paragraphing and cohesion

6 explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed, e.g. by *chronology, comparison or through adding exemplification*;

7 develop different ways of linking paragraphs, using a range of strategies to improve cohesion and coherence, e.g. choice of connectives, reference back, linking phrases;

Standard English and language variation

11 understand the main differences between standard English and dialectal variations, e.g. subject-verb agreement, formation of past tense, adverbs and negatives, use of pronouns and prepositions;

(continued)

Text level – Reading

Pupils should be taught to:

Research and study skills

1 combine information from various sources into one coherent document;

2 undertake independent research using a range of reading strategies, applying their knowledge of how texts and ICT databases are organised and acknowledging sources;

3 make notes in different ways, choosing a form which suits the purpose, e.g. *diagrammatic notes*, *making notes during a video*, *abbreviating for speed and ease of retrieval*;

Reading for meaning

6 recognise bias and objectivity, distinguishing facts from hypotheses, theories or opinions;

Understanding the author's craft

10 analyse the overall structure of a text to identify how key ideas are developed, e.g. *through the organisation of the content and the patterns of language used*;

Text level – Writing

Pupils should be taught to:

Plan, draft and present

2 re-read work to anticipate the effect on the reader and revise style and structure, as well as accuracy, with this in mind;

3 use writing for thinking and learning by recording ideas as they develop to aid reflection and problem solving;

Write to inform, explain, describe

11 explain complex ideas and information clearly, e.g. *defining principles*, *explaining a scientific process*;

Write to persuade, argue, advise

14 develop and signpost arguments in ways that make the logic clear to the reader;

Write to analyse, review, comment

16 weigh different viewpoints and present a balanced analysis of an event or issue, e.g. *an environmental issue or historical investigation*;

(continued)

Speaking and Listening
Pupils should be taught to:

Speaking
1 reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement;
5 ask questions to clarify understanding and refine ideas;

Listening
7 listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus;

Group discussion and interaction
10 use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas;

Year 9 teaching objectives

Word level
Pupils should be taught to:

Spelling
2 spell accurately all high-frequency words and new terms from all subject areas;

Spelling strategies
3 recognise their strengths as spellers, identify areas where they need to improve and use appropriate strategies to eliminate persistent errors;

Vocabulary
7 recognise layers of meaning in the writer's choice of words, e.g. *connotation*, *implied meaning*, *different types or multiple meanings*;

Sentence level
Pupils should be taught to:

Sentence construction and punctuation
1 review and develop the meaning, clarity, organisation and impact of complex sentences in their own writing;
3 write with differing degrees of formality, relating vocabulary and grammar to context, e.g. *using the active or passive voice*;

Paragraphing and cohesion
5 evaluate their ability to shape ideas rapidly into cohesive paragraphs;

Standard English and language variation
9 write sustained standard English with the formality suited to reader and purpose;

(continued)

Text level – Reading
Pupils should be taught to:

Research and study skills
2 synthesise information from a range of sources, shaping material to meet the reader's needs;
3 increase the speed and accuracy of note-making skills and use notes for re-presenting information for specific purposes;
4 evaluate the relevance, reliability and validity of information available through print, ICT and other media sources;

Reading for meaning
7 compare the presentation of ideas, values or emotions in related or contrasting texts;

Text level – Writing
Pupils should be taught to:

Plan, draft and present
3 produce formal essays in standard English within a specified time, writing fluently and legibly and maintaining technical accuracy when writing at speed;

Inform, explain, describe
9 integrate diverse information into a coherent and comprehensive account;

Persuade, argue, advise
13 present a case persuasively enough to gain the attention and influence the responses of a specified group of readers;
14 make a counter-argument to a view that has been expressed, addressing weaknesses in the argument and offering alternatives;

Analyse, review, comment
16 present a balanced analysis of a situation, text, issue or set of ideas, taking into account a range of evidence and opinions;

(continued)

Speaking and Listening

Pupils should be taught to:

Speaking

2 use standard English to explain, explore or justify an idea;

Listening

7 identify the underlying themes, implications and issues raised by a talk, reading or programme;

Group discussion and interaction

9 discuss and evaluate conflicting evidence to arrive at a considered viewpoint;

10 contribute to the organisation of group activity in ways that help to structure plans, solve problems and evaluate alternatives;

Acknowledgements

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