



*"Where children are at the heart of every decision to inspire brighter futures"*

*Respect, Responsibility, Recognition and Resilience*

Teaching strategies to implement Rosenshine's principles in History		
Daily Review/ Weekly Review/ Termly Review	Flashcards	Recap prior words and definitions on flashcards
	Quiz	Using knowledge organiser to devise a quiz around the vocabulary and definitions children have been exposed to - this could be built up over a project/series of lessons
	Word generator	Add all taught vocabulary into a generator when it lands on a word children have to give the definition
	Talk Partners	In pairs, give one child the vocabulary list, the other child has to give the meaning of these words. Swap over and have a go
	Matching Activity	Give children word sort cards - can they match the definition to the vocabulary
	True or False	Give children a key piece of vocabulary and three definitions. Can children identify the one true definition and two false definitions (Extension - can they explain their understanding and how they knew e.g. drawing upon language choices)
	Bingo	Bingo cards with 4/6/8 different words from the vocab list - teacher to read out the definition and children to use counters to cover up words until they have 'house'
	1 2 3	Place pre-taught information around the room children take it in turns to find and recall information from the facts around the room and then remember the fact and write it down on their group whiteboards
	Evaluating a Source	Give children a primary source (a photo, painting, drawing, letter etc) from a historical event or person - recall as many pieces of knowledge as possible using appropriate technical vocabulary
	Missing information	Withdraw some pieces of information from the knowledge organiser/display - children to fill in the blanks
	Domino Game	Children have the first part of a sentence and then match this to the end of the sentence so the sentence makes sense (give more than one option)
	Rocking Robin	Children work in teams to generate vocabulary/facts on large sheets of paper and then move around each table to add any more words to the work of other teams
End of half term presentation	Work in teams to present what they have found out about the historical events/person they have been studying over the half term	



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Providing Models	Verbalise	Teacher to verbalise their thought process as they model/work through examples
	Practical demonstration of skill	Practical demonstration in small chunks of the skill being taught for example using chronology to build a timeline or the skill of historical enquiry using different sources
	Steps to success	Steps to success displayed in smart art on IWB for children to refer back to. This can be in the form of visual instructions
	Information being withdrawn	At each stage of the practical process children may have some steps of the process omitted in the visual steps to success
Scaffolding	Vocabulary and definitions	Children to be provided with a list of vocabulary and their definitions - children have to choose the appropriate ones to use (this can be lessened over time)
	Knowledge organiser	Over a series of lessons/project information can be withdrawn from the knowledge organiser in order to develop recall of key facts and definitions
	Sentence stems	Provide children with the sentence stems they need to talk like a historian
	Peer support	Children work with partners/in groups to discuss their ideas and produce work
	Visual images of the past	Support children with lots of visual images around the room/at tables to immerse them in the historical era