

Shield Row approach to History & Geography

Let's Get in Role...

It's **CHALLENGE** time! Children will be given a clear role that they will take on for the entirety of the topic *e.g. We are archaeologists*. Once the children understand the role and what it entails in the real world, they will receive a challenge. This might be in the form of a letter, email, post card or simply just a task card. The challenge will provide a clear **PURPOSE** for learning and set up a consolidation task which will be completed at the end of the unit of work.



Thought Shower

The first activity within a unit introduces the topic to the children and helps them to **CONNECT** this to things they have already learnt in other topics. Learning progresses primarily from prior knowledge, so we support connections to engage children's prior understandings.

Then we **ACTIVATE** any current knowledge by allowing the children time to consider what they might already know about the topic.

Finally, we encourage children to **QUESTION** to motivate their curiosity.

VOCABULARY

Key vocabulary will be introduced and taught using the STAR method – Select, Teach, Activate, Review. All vocabulary will be displayed and referred to during sessions.

Teaching Strategies

- Exposition and modelling
- Effective questioning
- Group discussion
- Whole class discussion
- Active learning
- Sequencing
- Field work
- Observing/ analysing/ deducing
- Role play and drama
- Enquiry
- Research
- Enrichment – visits, visitors, experiences

Knowledge and Skills

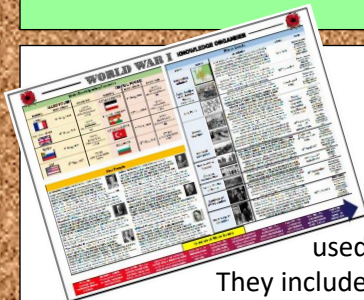
The sequence of lessons that follow will include an array of teaching and learning strategies to ensure children are given a **wide range of experiences** which enable them to develop both their knowledge of the topic and their geography/ history skills. Lessons will allow pupils to explore the local area, and use key resources such as: maps, globes, aerial photographs, compasses; OS maps and graphs in geography, and look at both primary and secondary resources in history. Lessons will allow for the application and consolidation of reading, writing, maths and computing skills.

Lessons will begin with time to recall, revisit and consolidate learning from the previous session and plenaries will be used to engage pupils in constructive deep learning to support the development of **sticky knowledge**.

Knowledge Mats

Knowledge mats are used as a supportive resource.

They include key vocabulary, facts and useful information which will allow children to keep revisiting and revising throughout the topic. Knowledge mats encourage discussion, can be used as a regular retrieval and reference tool, they are good reminders of key vocabulary and spelling, and they will make up part of the class display and be added to as the children's knowledge deepens.



Consolidation & Assessment

The task set at the beginning of the unit is carried out so the children succeed in accomplishing what they set out to do within their role. This activity allows children to go back over and use all they have learnt. On completion of the topic a short summative assessment is carried out to evaluate learning.