

History Lesson Structure- PKC

- 1) Activate prior knowledge (Retrieval Quiz)
- 2) Teaching Vocabulary
- 3) Learning Objective/Direct Teaching
- 4) Independent Learning (Task)
- 5) Assessment of Learning (Step for depth)
- 6) Plenary

History Lesson Structure

-Heavily influenced
by Rosenshine's Principles
of Instruction

-All lessons follow the 6
stages

Rosenshine's 10 Principles of Instruction

1. Review learning at the start. 
2. Present new material in small steps. 
3. Ask lots of good questions. 
4. Provide models and worked examples. 
5. Practise using the new materials. 
6. Check for understanding. 
7. Obtain a high success rate. 
8. Provide scaffolding and support. 
9. Encourage independent practice. 
10. Weekly and monthly review. 

Step 1- Activate prior knowledge (Retrieval Quiz)

- Five questions relating to prior learning
- Plan questions linked to previous lessons in the same unit.

As we cover more of the PKC content, we will start to adapt the questions to test knowledge of previous units taught.

Step 2- Teaching Vocabulary

4/5 words taken from PKC vocabulary on knowledge organiser/words which will be used in lesson

Vocabulary		Definition
abolish		A formal written request, signed by many people, appealing to authority about a particular subject.
economic		People who want the abolition of a system or practice, especially capital punishment (slavery)
boycott		When a system or practice is formally put to an end.
petition		Trade, industry and the creation of wealth.
abolitionists		To refuse to take part in an activity as a way of expressing strong disapproval.

Children independently match word to definition- teacher then explains each word (briefly)/puts into a sentence etc...

Step 3- Learning Objective/Direct Teaching

- Learning Objective (keep as short as possible)
- Children are explicitly taught new content
- Power point slides should have minimal information on - focus on key pictures/ vocabulary and phrases (reduce overload)
- Detailed information and teacher notes from PKC can be put in notes underneath to help keep on track/pace of lesson.

Step 3- Learning Objective/Direct Teaching



-Principles 2, 4 and 8 need to be considered at this part of lesson:

Chunking
Modelling
Scaffolding

Step 4- Independent Learning (Task)

-Task taken from PKC- task is directly linked to Learning Objective/lesson plan

-Resources provided from PKC link to the task, so can be used- adapt for SEN children if you feel it is appropriate eg. Layout/use of pictures and key words (reduce overload)

Make sure any extra or better resources you find still links to learning objective (gives same outcome)

Step 4- Independent Learning- Questions to consider

What will the children do during the independent task?

Will the task allow children to think deeply and practice the key knowledge?

How will we obtain a high success rate?

What scaffolds do we need to provide?

Do we need to plan for the next step for depth for some learners?

How do we promote a productive learning environment?

Step 5- Assessment of Learning (Step for depth)

- Step for depth suggestion at bottom of PKC lesson plan
(most important for mixed-age classes)

eg. Rome

Using the key words, write a short description about what happened at Pompeii and why it is so significant to historians.

Step 6- Plenary (Kept Short- 5 mins)

Cold Calling	No Opt Out	Say it again better (scholarly sentences)	Think, pair, share	Build on
Whole Class response	Probing	Agree / disagree	A. B. C Feedback	Wait time

Important part of lesson to:

Recap

Check for understanding


Clarify misconceptions

Find out if any adaptations need to be made to next lesson


Step 6- Plenary

- **Cold Calling**- ask anyone/ no hands up
- **No opt out**- methods which make sure everyone is thinking
eg. Use of whiteboards
- **Build on**- Take an answer- can anyone build on this?
- **Whole class response**- everyone answers together
- **Probing**- take an answer and then ask children to explain more...why???
- **Say it again better**- take a response and ask children to elaborate
- **Think, Pair, Share**- children think of response together/teacher asks a pair to share with class
- **Agree/Disagree**- thumbs up/thumbs down
- **ABC feedback**- children give answer- teacher Agrees with, Builds upon, Challenges
- **Wait time**- give thinking time before taking a response so everyone has a chance to think of an answer


Knowledge Organisers



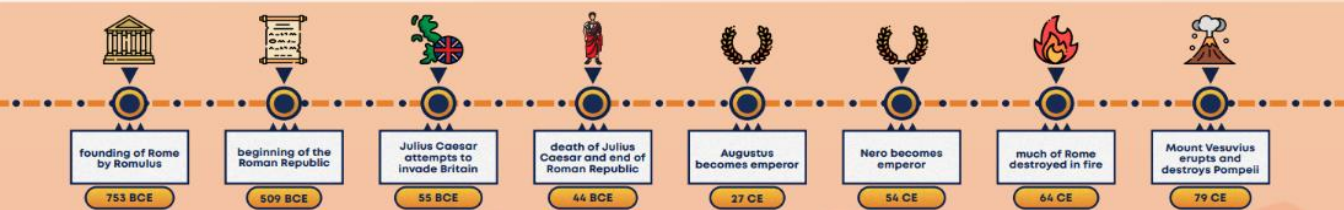
History
PKC



Life in Ancient
Rome



4
PKC




753 BCE: founding of Rome by Romulus
509 BCE: beginning of the Roman Republic
55 BCE: Julius Caesar attempts to invade Britain
44 BCE: death of Julius Caesar and end of Roman Republic
27 CE: Augustus becomes emperor
54 CE: Nero becomes emperor
64 CE: much of Rome destroyed in fire
79 CE: Mount Vesuvius erupts and destroys Pompeii

KEY VOCABULARY

Roman Empire	a huge empire controlled by Rome, lasting between 509 BCE and 476 CE
republic	a government where the people are in charge, rather than a king
Mediterranean	the countries that surround the Mediterranean Sea : these were once dominated by Rome
Latin	the language of Rome , spoken across the Roman Empire
Pompeii	a small town in Southern Italy that was totally destroyed by a volcano in 79 CE
aqueduct	a stone trough to carry water across the country into Roman towns
gladiator	a person, usually a slave, who was forced to fight while other people watched as a form of entertainment
forum	the centre of Roman public life , with market stalls set up, merchants and traders doing business and politicians speaking to large crowds of listeners

the Roman Empire 117 CE



patricians	the wealthy ruling class who held all of the power
plebians	all the other citizens of Rome were plebeians: plebeians were the farmers, craftsmen, laborers and soldiers of Rome
slaves	enslaved people were not considered citizens: they often did manual or domestic work

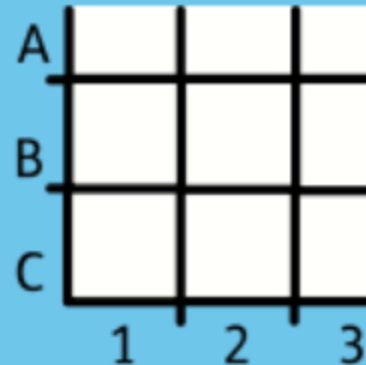
-Print and display on working wall (A3)

-Stick into books at start of each unit (A4)

- Key vocabulary taken from knowledge organisers
- Display widgets on working wall



Pharaohs



Grid reference

ALL Widgets will be made for you
(History and Geography)