

Distinctive features

- Texts and visual sources are typically concept/idea dense and often require pupils to do more than simply read the words.
- Textual sources from different time periods vary in complexity due to language used e.g. old and middle English texts.
- All history is interpretation, therefore the author's context is important in understanding the claims put forward in historical scholarship.
- Contextual information is key, including who, what, where, when and why and the author's perspective/purpose.
- Academic texts contain many tier two and three vocabulary.
- Certain words may have different meanings depending on their historical context e.g. government.
- Information related to chronology (timelines and dates).

Demands of reading in History

- Analysis – detailed examination of the text to identify meaning
- Comprehension - decoding and understanding meaning based on the text.
- Word level analysis – linguistics, including etymology and morphology.
- Selection - use a range of strategies to extract key ideas
- Referencing - quote from a text or paraphrase a longer passage to support claims.
- Connections - make links across text and with contextual knowledge, draw comparisons with other sources.
- Texts are carefully selected for appropriate rigour, length and complexity.
- A range of guided reading activities to challenge and test comprehension.

TEXTS

Scholarship
Articles
Political cartoons
Narratives
Letters
Diaries
Government reports
Archive material
Sources



DISCIPLINARY LITERACY

Source analysis

- Making inferences from visual as well as textual sources.
- Using context to explain and support inferences.
- Testing the “usefulness” of sources in response to particular historical questions.
- Making connections between sources to corroborate information, identify and explain anomalies.
- Analysing the provenance of sources (Who made it?, What is it? Where and when was it made? What is the purpose?).

Reading strategies in History lessons

- Teacher led reading to model fluency, expression and tone.
- Etymology of new vocabulary explored, alongside synonyms /antonyms.
- Pronunciation practice : pupils repeated new words aloud .
- Opportunities for pupils to read aloud in lessons.
- Repeated reading to consolidate comprehension.
- Guided Reading activities to structure independent reading and consolidate comprehension.

Interpretations

- Identify, understand claims made in historical interpretations
- Use contextual knowledge to interrogate interpretations.
- Accepting that different viewpoints can be true at the same time and these depend on evidence, values and experiences.
- Analysing author's context and purpose to explain how and why different interpretations have arisen at different times.

Cultural capital

Cultural capital creates an individual who is knowledgeable about a wide range of cultures, is comfortable discussing their values and merits, and has been given a vast array of experiences and access to skill development.

- Gain knowledge and understanding of how our current society and its relationship with the wider world has been shaped by past events.
- Insight into contemporary world issues and how these have arisen.
- Ability to take part in Historical debate through exposure to current scholarship and discussion.

INFERRING



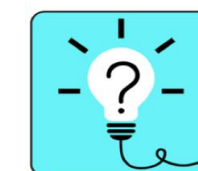
SUMMARISING



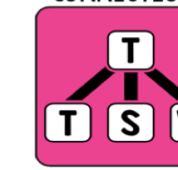
DETERMINING IMPORTANCE



QUESTIONING



MAKING CONNECTIONS



SYNTHESISING



SCANNING



SKIMMING



CLOSE READING



VISUALISING

