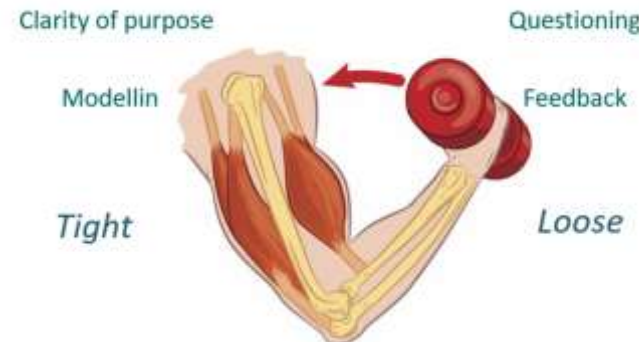
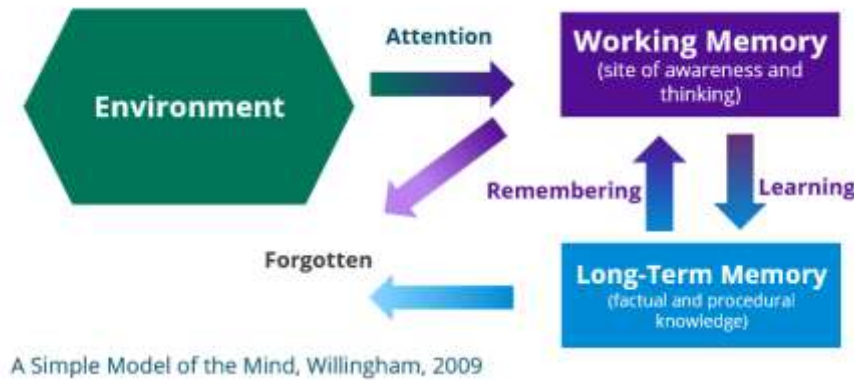
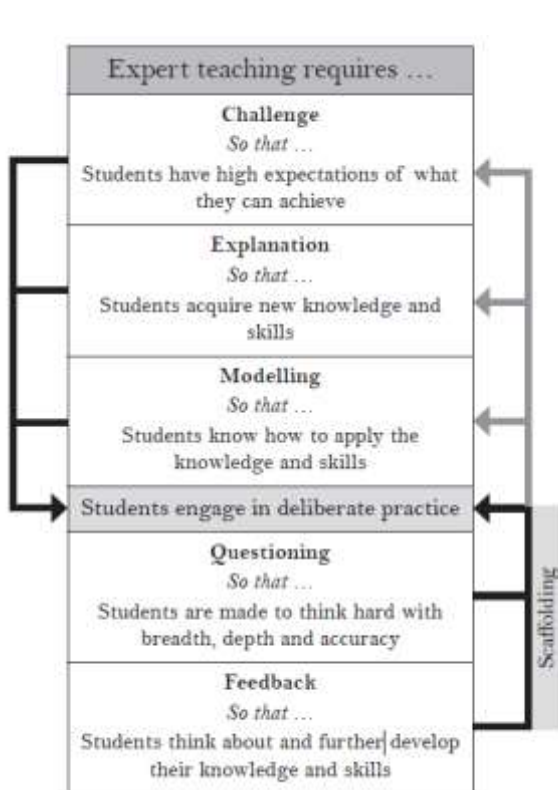


Rivers Planning Guidance- generic



The Rivers planning is a framework, written as a starting point for teachers to use when planning. It has been written based on the National Curriculum, subject specific guidance and the 7 principles of curriculum design (Wiliam, 2013) as well as evidence bases for ITT, ECT and NPQs.

Planning is a process and it is vital to take time to understand the subject knowledge and pedagogies. This page offers some reminders to use when adapting the planning to your context.



Quality of Learning Behaviours

- Organised and effective classroom management
- Consistent and fair application of behaviour policy
- Create a supportive and safe learning environment
- Promote active participation not compliance
- Recognising effort and providing recognition
- Metacognition and self-regulation are planned for
- Teachers create opportunities to promote pupil participation

Strong Subject Knowledge

- Strong understanding of the curriculum (subject knowledge)
- Misconceptions are planned for and addressed in the moment
- Teachers understand how to sequence and interleave content
- Promote high standards of literacy and oracy
- Key vocabulary is explicitly used
- Teachers ask questions which enable children to think deeply

Quality Instruction

- Highly effective explanations
- Highly effective questioning
- High quality modelling
- Clearly defined intentions
- New learning is founded upon prior learning and is presented in small steps
- Teachers promote excellence and how to achieve it

Embedding Learning

- Connections are made between underlying concepts and previous learning
- Regular checking for knowledge and understanding
- Teachers guide pupils as they begin to practice new material
- Independent practice is designed to be varied

Adaptive Teaching

- Push high every lesson
- Teaching adapted to the needs of all pupils
- Support and scaffold in lesson
- Strong understanding of barriers to learning and how to overcome these
- Questioning is used as a tool to adapt teaching

Effective Assessment & Feedback

- Continual feedback to maximise learning
- Assessment for learning is embedded throughout a lesson
- Feedback is specific, accurate and clear
- Time to reflect and act upon feedback
- Teachers plan and ask questions that move learning forward
- Summative assessment is used formatively
- Efficiency is a consideration in choosing forms of feedback

Lesson Structure Rationale and Guidance



The framework for the Rivers units is separated into individual lessons/sessions. Within each lesson/session, there are different sections throughout. These are:

- **Activate Prior Knowledge** – activities designed for pupils to retrieve and make connections to prior knowledge that is pertinent to the lesson's content
- **Vocabulary Focus (subject mastery)** – activities designed to explicitly teach and use key vocabulary for that lesson and future learning
- **Quality of Instruction** – key knowledge broken down into small steps to allow taught content to be understood and then remembered.
- **Making it Stick** – activities designed for children to apply their learning independently in a way that makes the learning and knowledge memorable and purposeful.
- **Assessment and Feedback** – predominately based on the key questions the children should be able to answer if the sticky knowledge has been acquired. This provides an opportunity for low-stakes quizzing to take place, which helps children consolidate the sticky knowledge needed.
- **Adaptive teaching** – this runs in parallel with the aforementioned sections where there are ways to scaffold learning so all learners can access the content and also ways to deepen thinking so that all pupils are stretched and challenged throughout.

This structure has been chosen to align with our teaching and learning principles and uses the same icons. The stages of the lessons are set out in a linear sequence, but these can be adapted for the needs of different types of lessons. All lessons in this unit have Learning Objectives to ensure clarity on the intended learning outcome.

Rivers Planning Guidance- history



The aim of the history curriculum is to inspire curiosity and develop knowledge of Britain's past and that of the wider world.

By combining historical skills and knowledge, pupils are enabled to act and think as historians who ask perceptive questions, weigh evidence and critically reflect in order to draw conclusions. Pupils will develop their methods of historical enquiry to understand how changes over time have shaped the lives of people locally, nationally and globally.

Substantive concepts:

Materials
Settlement
Civilisation

Disciplinary concepts:

Historical Enquiry
Continuity and Change
Cause and Consequence
Chronological Knowledge
Similarity and Difference
Significance

History – Year 6, Unit 3

What aspects of history are significant in our locality?



Substantive concepts:

Materials:

Tools
Trade

Settlement:

Invasion
Empire

Civilisation:

Leadership
Culture



Disciplinary concepts:

Historical
Enquiry

Continuity
and Change

Cause and
Consequence

Chronological
Knowledge

Similarity and
Difference

Significance

Sticky Knowledge:

- To know ways in which the local area was different in the past.
- To know that the local area was home to, or had connections with, significant people of the past.
- To know events that took place within the local area.
- To know places of significance within the local area.
- To know what skills are demonstrated by historians.
- To know what is most important in their local area's history.

Links to prior knowledge:

Y1, Unit 1: What can we learn from older people about how life has changed in living memory?

Y1, Unit 3: How has transport changed over time?

Y3, Unit 1: How did the discovery of metal change life in Early Britain?

Y4, Unit 2: How did the Roman occupation change Britain?

Y4, Unit 3: How did the settlement of the Anglo-Saxons change Britain?

Y5, Unit 2: What was the significance of the Tudors on England and beyond?

Y5, Unit 3: What was life like for children in the Victorian Era?

Y6, Unit 1: What was it like to live through the Second World War?

History – Year 6, Unit 3

Unit Overview



Unit Teaching Sequence:

To examine how the local area has changed.

To research a significant historical figure connected to the local area

To research a significant event or place connected to the local area.

To demonstrate historical knowledge and skills.

Lessons can be extended further as required to allow for additional research.

Unit rationale:

This unit provides pupils with the opportunity to apply and consolidate the historical knowledge and skills they have developed throughout their primary education, focusing on their local area. As the final unit in the primary history curriculum, it encourages pupils to think and work as historians by asking questions, examining evidence and drawing informed conclusions. Pupils explore how their local area has changed over time, developing their understanding of continuity and change and chronological knowledge. They investigate a significant person and a significant event or place, enabling them to deepen their understanding of significance and cause and consequence. Through independent and guided research, pupils develop their skills in historical enquiry, including selecting and using evidence from a range of sources. The unit also supports pupils in making connections between local, national and previously studied history, reinforcing prior learning. In the final lesson, pupils synthesise their learning to demonstrate what they know about their local area and justify what they consider most significant. Overall, the unit prepares pupils for secondary history by fostering independence, critical thinking and the ability to communicate historical understanding clearly.

Whilst there are four lessons explicitly outlined, there is flexibility within the term to extend specific lessons or to allow time for the final task to be completed over a longer period of time.

Lesson Overview:

- Lesson 1: Pupils examine how their local area has changed over time, identifying key differences and beginning to understand continuity and change.
- Lesson 2: Pupils research a significant person connected to the local area, explaining who they were and why they are important.
- Lesson 3: Pupils investigate a significant event or place in the local area, using evidence to explain what happened and why it matters.
- Lesson 4: Pupils demonstrate their historical knowledge and skills by bringing together their learning to explain what is most significant about their local area's history.

History – Year 6, Unit 3

Unit Overview: resources



Unit Teaching Sequence:

To examine how the local area has changed.

To research a significant historical figure connected to the local area.

To research a significant event or place connected to the local area.

To demonstrate historical knowledge and skills.

Lessons can be extended further as required to allow for additional research.

Resource List:

Vocabulary Widgit Cards for all lessons – these have been created based on learning objectives but more may need to be created by teachers based on individual localities and the research gathered.

For each lesson, some resources will need to be gathered by teachers individually, though the resource packs provided will give some information, sources and ideas based on the localities of Worcester, Dudley and Kidderminster.

Ensure a balance of sources which include both primary and secondary evidence and which are suitable for primary learning.

1

Learning Objective:

To examine how the local area has changed.




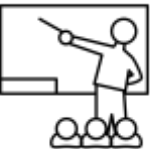




Sticky Knowledge:

- To know ways in which the local area was different in the past.

Skills progression:

- To

T & L principles	Lesson Structure		Adaptive Teaching Choices 
	<p><u>Activate Prior Knowledge</u> Think back over units previously covered in both key stages. In which of these units might the local area, where you live or visit, have been affected? E.g transportation, Anglo-Saxon/Roman settlement, Victorian industrialisation, World War II.</p>		
	<p><u>Vocabulary Focus</u> Tier 2: examine</p>	<p><u>Choral Response:</u> Examine: to study something closely so you can understand it better or find important details.</p>	Adapt to include other vocabulary dependent on the lesson content.
 	<p><u>Quality Instruction and Embedding Learning</u></p> <ul style="list-style-type: none"> Identify key locations within your local area (this may not be directly within your immediate school catchment area, but your local town or city). Study an image of that location(s) today e.g the High Street. If we went back in time 50 years, would this area still look the same? Would it be used for the same purposes? What might be different? What might be the same? How could we find out? How far back in time could we go and have evidence of what it looked like? Look at different maps of the same area from different times. How has land use changed? Share images of the location from the past e.g. the High Street in World War Two, 1960s, 1800s etc. What is the oldest image you can find (this may not be a photograph but a sketch or painting). What changes can they spot? Zoom in on buildings that may have key features which help to date it e.g. stone date on the front of the building, specific brickwork, timber panelling. Focus on specific buildings e.g. Town Hall, Church, school. Are these the same today compared to the past? At what point did they change? Why? E.g. bombings, redevelopment, new road network/transportation links. Why haven't they changed? Can you obtain any statistics or data which may reveal how the population of the local area of focus has changed over time? What does this tell us as historians? Access the Census data for a specific location/street/house. Who lived there? What did they do? Did different generations live there over many years or did the house change ownership? Did the house exist throughout history? 		<p>Teach this lesson using toolkit strategies e.g. MTYT, TTYP, journalling of sources etc. Decide when the strategies are appropriate based on the learning objectives.</p> <p>Carry out a visit to the local area to make direct observations. Can you stand in the same location where a photograph from the past was taken?</p>
	<p><u>Assessment and Feedback</u></p> <ul style="list-style-type: none"> Can pupils analyse sources and draw conclusions? Can pupils identify changes over time? 		Exit pass in the resources.

2

Learning Objective:

To research a significant historical figure connected to the local area.









Sticky Knowledge:

- To know that the local area was home to, or had connections with, significant people of the past.

Skills progression:

- To

T & L principles	Lesson Structure		Adaptive Teaching Choices 
	<u>Activate Prior Knowledge</u> Think back over units previously covered in both key stages. Which significant historical figures have you learnt about? (e.g. Florence Nightingale, innovators and explorers, Queen Victoria and Queen Elizabeth II, Tudor monarchs, world leaders)		
	<u>Vocabulary Focus</u> Tier 2: significant	<u>Choral Response:</u> Significant: something that is important because it changed things or had a big impact.	Adapt to include other vocabulary dependent on the lesson content.
 	<u>Quality Instruction and Embedding Learning</u> Share the source depicting the significant historical figure. What clues can we gather from the source about who this person was, what they did, when they lived etc? Share who the source shows. Have pupils heard of this person before? As historians, how can we find out more about them? What records could we study? Provide information / websites / sources / artefacts / biographies / images of the significant figure. Task pupils to research information. Pupils could be guided to find the answers to specific questions, or could examine sources and annotate information they believe to be of importance. What makes this person a significant figure in history? Link back to choral response. What did they change or have a big impact on? What makes this person a significant figure in the local area? Did they have a significant impact on the lives of people living here, or did they help to raise the profile of the local area (putting it on the map so to speak) because of the role they had in a wider historical context? Pupils should gather their research into a factfile and make connections to source evidence.		Teach this lesson using toolkit strategies e.g. MTTT, TTYP, journaling of sources etc. Decide when the strategies are appropriate based on the learning objectives.
	<u>Assessment and Feedback</u> <ul style="list-style-type: none"> • Can pupils analyse sources and draw conclusions? • Can pupils select appropriate information from wider sources? 		Exit pass in the resources.

3

Learning Objective:

To research a significant event or place connected to the local area.









Sticky Knowledge:

- To know events that took place within the local area.
- To know places of significance within the local area.

Skills progression:

- To

T & L principles	Lesson Structure		Adaptive Teaching Choices 
	<p><u>Activate Prior Knowledge</u> Think back over units previously covered in both key stages. What events have you learnt about? (e.g. Titanic, Great Fire of London, Viking invasion, World War II)</p>		
	<p><u>Vocabulary Focus</u> Tier 2: significant</p>	<p><u>Choral Response:</u> Significant: something that is important because it changed things or had a big impact.</p>	Adapt to include other vocabulary dependent on the lesson content.
 	<p><u>Quality Instruction and Embedding Learning</u> Ask pupils to consider historical places of interest in the local area. What places might you have gone to visit with your family? What might attract people to the area? (e.g. Dudley Castle, Harvington Hall, The Commandery, Black Country Living Museum) Why do these places exist? What can they tell us as historians? Select one place of historical significance for your locality. They may have some prior knowledge of this location or may not. Provide pupils with information / websites / sources / artefacts / images linked to the location and task pupils with piecing together why this is a significant place. Is it an original historical building? Is it a museum which helps people learn about the past? What evidence, sources or artefacts are on display? Why might these be of interest? What information can pupils gather about the event or place itself? E.g why was Dudley Castle built? Who defended it? Against who? Why was there a Civil War in Worcester? Who was the war between? Why did it start? What battles were fought? Who won? What time in history is this connected to? Are there any similar themes to other units studied? Who lived in Harvington Hall? Why is it preserved today? What features of the building help us to date when it was built? Who hid there and why? Why does it have a moat? What buildings have been preserved within the Black Country Living Museum? What industries were important in the Black Country? Why is the area called the Black Country? Which monarch visited the area? What evidence do we have? Pupils can create a 'visitor's guide' for their significant place or event. The guide should encourage visitors to want to learn about the history of their building/location and share important information about its significance.</p>		Teach this lesson using toolkit strategies e.g. MTYT, TTYP, journalling of sources etc. Decide when the strategies are appropriate based on the learning objectives.
	<p><u>Assessment and Feedback</u></p> <ul style="list-style-type: none"> • Can pupils analyse sources and draw conclusions? • Can pupils select appropriate information from wider sources? 		Exit pass in the resources.

4

Learning Objective:

To demonstrate historical knowledge and skills.









Sticky Knowledge:

- To know what skills are demonstrated by historians.
- To know what is most important in their local area's history.

Skills progression:

- To

T & L principles	Lesson Structure		Adaptive Teaching Choices 
	<u>Activate Prior Knowledge</u> Think back over all your history lessons. What skills have you developed as historians? (Link to the disciplinary concepts).		Show the concepts and ask pupils to consider how they have developed these over time.
	<u>Vocabulary Focus</u> Tier 2: demonstrate	<u>Choral Response:</u> Demonstrate: to show something clearly so others can understand it.	Adapt to include other vocabulary dependent on the lesson content.
 	<u>Quality Instruction and Embedding Learning</u> Mind map/brainstorm learning of the local area from the previous three lessons. Ensure pupils have recalled key facts and information and query how they know those facts (link to sources). Act and Think Collaboratively: Tell pupils that, in groups, they are going to create their own mini museum exhibition based on their learning of the local area's history that answers the question, "What is most important in our local area's history?" The exhibition must include: how the area has changed over time; a significant person; a significant event. Their exhibition must include a timeline, key facts, evidence and reasoning. The task should allow pupils to demonstrate their historical skills: chronology, significance; use of evidence; continuity and change; similarity and difference; cause and consequence. Challenge pupils to consider what is the most significant thing in the local area's history and why. This prompts pupils to compare significance and justify their opinions. Pupils could present their exhibition verbally, record on Seesaw or display in the school/on display boards.		Teach this lesson using toolkit strategies e.g. MTYT, TTYP, journalling of sources etc. Decide when the strategies are appropriate based on the learning objectives.
	<u>Assessment and Feedback</u> <ul style="list-style-type: none"> • Can pupils apply their understanding of the disciplinary concepts of history? • Can pupils justify their opinions and compare the significance of their local area's history? 		Exit pass in the resources.