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We hope that the return to school has been positive for your child/ren. We have enjoyed welcoming them back into the classrooms.

Personalised Learning Checklists: Map, Master, Forward

Once the PLC has been completed, students then focus on three key areas to strengthen. Using support in lesson, and using Knowledge Organisers, the students then focus on this identified content and master the learning through focused study. Once this knowledge is secured, children then move onto the next sequence of learning with the threshold concepts embedded so that they can learn new content successfully.

[illegible]

Excellentia per fidem, per scientiam, per adiuvatum

Transparency with the Curriculum: Big Picture Learning Journeys

Each lesson, students are shown where they are at in their learning journey. This will be identifying at KS3 where they are at within a topic and at KS4-5 this will be where they are at within an examination specification and particular topic. This helps to reassure the students as they can see exactly what content has been covered and what is part of the next sequence of learning. They can also make connections between what has been studied and what is to be studied, so that they see the knowledge as one interlinking narrative.

YEAR 9 MODULE 2 20th Century Dictators and the Holocaust					
Topic	Lesson	Completed	R	A	G
Topic 1: 20th Century Dictators	What is a dictator?				
	Who was Benito Mussolini?				
	Who was Joseph Stalin?				
	Who was Adolf Hitler?				
	Who was Francisco Franco?				
Topic 2: The Holocaust	Who was Max Baedeker?				
	Jewish life in Europe before the Holocaust				
	Anti-Semitism and Anti-Jewish Laws				
	Ghettos				
	We know nothing about what was going on				
	How did Britain respond?				
	Resistance and resistance				
	Liberation				
	Justice and Remembrance				
	End of Module 2 Assessment				

The skills of an historian Source A source is evidence we use to find out about the past. Primary sources are contemporary from the time we are studying. Secondary sources are written after the time we are studying. Examples of sources: • Diaries • Photographs • Letters Questions to ask of sources: • Where - what is the source? • Origin - Who wrote the source, when and where? • Purpose - Why was the source written? • What was happening when the source was made? Is it accurate according to other evidence?	Interpretation Historians use facts gathered from primary sources of evidence and make sense of the past. These are called interpretations. Explanation and analysis • Cause and consequence • Change and continuity • Growth and decline • Significance	Marking Codes P - Pupil EY - Evidence J - Judgement NGP - Not given origin, purpose OK - Good knowledge WP - Working in progress
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Motivational Language

Our students were engaged in learning throughout the period of lockdown. When discussing learning, staff are very mindful to use motivational language that reassures the students about the learning that has taken place and their current progress, and helps to reduce anxiety they might be feeling.



Overarching Approach and Mantra	
We are going to: <ul style="list-style-type: none"> Map (where the learning is at) Master the learning (use the map to know what and where needs mastering and do this) Move forward (new content, next sequence of learning) 	
Language we avoid	Language we use
<ul style="list-style-type: none"> Catch up Learning gaps Lost learning Repair learning Damage to learning Time lost Recover (sorry I know that this is a recovery curriculum!) Make up lost time Behind Cover ground Spend up Cram in Won't fit it all in Impossible to fit it all in 	<ul style="list-style-type: none"> Map where we are currently at Move forward Master our prior learning Consolidate / strengthen prior learning Enhance our subject knowledge Deepen the knowledge Revisit to strengthen Next sequence Build upon Enhance Desirable difficulties (during retrieval) Develop the learning Challenge ourselves Misconceptions (this is a valid term for when there are mistakes in learning) <p>We can be powerful as a collective pronoun – an endeavour that we are all engaging in as a community.</p>

We hope that this letter has provided information as to how we are ensuring that your child/ren returns to face-to-face teaching successfully.

Yours faithfully,

Miss A Fairlamb

Associate Assistant Headteacher