

### What are worked examples?

A worked example is a completed 'problem' that students can see and refer to throughout learning. In history, the problem could be a completed task, paragraph or essay.

### What does the research say?

Cognitive Load Theory tells us that one of the most effective ways to reduce cognitive load is to use worked examples.

Sweller has suggested that using worked examples through a '*step-by-step demonstration of how to perform a task or how to solve a problem*' is beneficial to supporting your working memory.

Rosenshine has emphasised using worked examples, teacher instruction and practice is effective in helping students grasp concepts and processes. For example source analysis and essay writing.

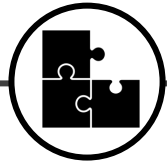
Worked examples allow you to highlight excellence to students.

### Further Reading

Rosenshine; Principles of Instruction  
Sweller; Cognitive Load Theory  
Runeckles: Making Every History Lesson Count

## Using Worked Examples

There are several ways you can use worked examples in the history classroom



### Completion Examples

- Use a partially completed model, with students completing the 'missing' parts.
- This allows you to focus on specific parts of the process, for example using specific knowledge, in an answer.



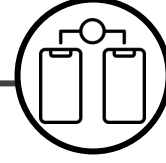
### Live Modelling

- Script an answer in-front of the class, talking through each part.
- Use either a visualiser or typing 'live' on your computer screen.
- Insist in silence, pause to explain the process and encourage students to critique your model.



### Backwards Fading

- Also known as "*I, We, You*"
- When teaching a new skill, start with teacher led instruction and worked examples.
- Then phase out support, by creating collaborative models and then students create their own independently.

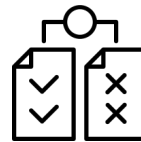


### Problem Pairs

- Model answering a short answer to a question.
- Then provide students with similar question (so they can't just copy your answer) that allows them to apply thinking
- This is perfect for shorter questions.

## Do's and Don'ts

To really maximise your use of worked examples, follow this guidance on do's and don'ts



- Pre plan your worked example, plan what to emphasise and question.
- Use a student answer from previous years.
- Explicitly talk through the process whilst modelling the task – narrate!
- As students become more expert, reduce instruction towards independence
- Don't just give students a 'model answer' for them to read themselves, deconstruct it together.
- Don't just provide 'Grade 8/9' worked examples, deliberately share multiple models to compare.
- Don't rush to getting them doing it independently  
*I, I, We, We, I, You, We, You*

## In the History Classroom

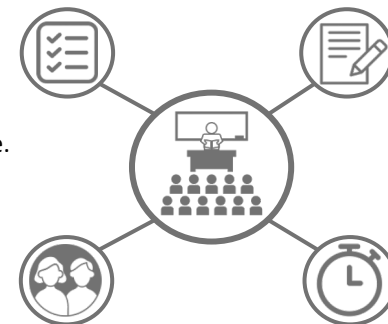
Below are some examples of how you could use worked examples within the history classroom.

### Source Utility

Completion examples allow you to focus on the key parts in a source answer, e.g. using source evidence.

### Paired Work

Give students 2 to 3 examples to compare and explain which is better, and why.



### Extended Writing

*I, We, You* is brilliant for longer answers, combine with highlighting the key parts of a paragraph.

### Setting a task?

Explain the task and leave a worked example of what you expect on the board.