

St Ambrose College History Department Scheme of Work: 2016
 Unit 1: Lesson 1: What is History? Resources Understanding History and SHP (Blue)

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Chronology Significance	Chronological framework	What is History?	<p>Brainstorm questions What is history? Identify events, individuals and societies students have studied Discuss the impact of these individuals and societies on the modern world</p> <p>Students record their answers</p> <p>Students work in groups To place individuals and societies in chronological order or use SHP p 18 q 3,4 and 5</p> <p>(kinaesthetic and visual learning)</p>	<p><i>You tube clips ' What is History'</i> <i>Sort cards of famous individuals and societies in History store areas + ppt</i> <i>Classroom timelines</i></p>
Key processes	Learning objectives			Curriculum opportunities
Historical Enquiry and Communication	Most students will be able to recall and use knowledge from History Studied at Key Stage Two and will understand the impact of a society or an individual on the modern world. <i>They should also show understanding of the chronological framework of the individuals and societies identified.</i>			<i>The influence of these societies and individuals on the modern world</i>
				Spirituality

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 Unit 1: Lesson 2: Chronology

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>Chronology</p> <p>Homework Diversity Causation and consequence</p>	<p><i>Chronological framework</i></p> <p>Homework Movement and settlement of peoples Changing lives</p>	<p>What is chronology and why is it important? How do students and historian use timelines to help them to understand the past</p> <p>Homework questions</p> <p>Where does my family come from?</p>	<p>Verbal discussion of questions on p5 e.g. q6 Students create a human timeline based on age and dates of birth. Students construct a timeline to scale of their life (auditory learning and kinesthetic learning)</p> <p>Set homework: research in order to prepare for an assessment Students research into their family history over the last fifty to one hundred years. Students should identify significant event when they happened and why they happened and the consequence of these events. This research and timeline homework takes the whole unit.</p>	<p><i>UH1 P4 -5</i></p> <p><i>Short clips from the series Who do you think you are? (visual learning)</i></p> <p><i>Use p 18 – 19 SHP q 3,4 and 5 and the timelines on the bottom of the page to aid construction of timelines.</i></p>
Key processes	Learning objectives			Curriculum opportunities
<p>Chronological framework Historical enquiry</p>	<p><i>Students understand how to construct a timeline to scale.</i></p>			<p>Personal and family</p>
				Spirituality
				<p>Students research the religious aspects of their family</p>

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Unit 1: What is History?

Lesson 3: Measuring Time

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources

Chronology	<i>Chronological framework</i>	How do we measure time?	Students complete the tasks on p7 Auditory and visual learning	<i>UH1 p6 -7 Classroom timelines SHP p 18 + p 27</i>
Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
				Curriculum opportunities
				Personal
Key processes	Learning Objectives			Spirituality
Historical enquiry	Students will understand key terms such as chronology, AD, BC, century and anachronism			Discussion of the origins of the Christian and Muslim calendar

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Unit 1: What is History?

Change and Continuity	<i>Overview study (of toilets!)</i>	What is change? What is continuity? What id progress	identify examples of change, continuity , progression and regression by using the exercises and sources on p9 students identify examples of change and continuity in their own family lives (this could be from their research) and decided whether the change is progression or regression	<i>UH1 p9</i> <i>Students research</i>
Key concepts	Range and Content	Key questions and ideas	Teaching and learning activities	Resources
				personal
Key processes	Learning objectives			Spirituality
	<i>Students understand that over time change occur but not all change may be progress. They also understand that some things can stay the same.</i>			Students could discuss changes and continuity in the religious aspects of their lives

Lesson 4: Change, Continuity and Progress

Interpretation		How do historians come to conclusions about the past?	<p>identification of different types of sources (using artefacts or visual representations on cards or SHP p 8 – 9</p> <p>Students answer the questions (in pairs)</p> <ol style="list-style-type: none"> 1. What type of source is it? 2. What does the source describe? 3. What does it tell 	<p>p 12 -17 p8 – 9 SHP</p> <p><i>artefacts such as a World War One helmet</i></p> <p><i>cards showing different types of sources</i></p>
Key concepts	Range and content	Key questions and ideas	Teaching and learning	Resources
Key processes	Learning objectives		<ol style="list-style-type: none"> 4. What further questions do you want to ask about the source? <p>Pairs feed back to the class</p> <p>identification of bias</p> <p>Use of sources on p12 – 13 to come to conclusions about the past (visual)</p> <p>Students come to conclusions base on artefacts</p> <p>Auditory and visual learning</p>	Spirituality
Using evidence	<p><i>Students will understand how to use source content and origin to come to conclusions about the past</i></p> <p><i>Students will also understand why there can be different interpretations about the past</i></p>			

Unit 1: What is History?
Lesson 5/6: Using Evidence/ Interpretations

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Unit 1: What is History?
Lesson 7: Cause and Consequence

Change and continuity		<p>Why do events happen? What are consequences?</p> <p>Why was Pizarro able to defeat the Inca leader Atahualpa?</p>	<p>Use the activities on p16 -17 to understand causation and consequence</p> <p>Students to identify causes and consequences of events in their own lives</p> <p>Auditory and visual learning</p>	UH p12 -17
Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Key processes	Learning objectives			Spirituality
Historical enquiry	<p><i>Students understand that there are always a wide range of causes and consequences , some students will be able to identify different types of causes and consequences e.g. long, medium and short term causes</i></p>			

Causation Consequence Diversity	Movement and settlement of peoples	Where do we come from?	<p>Students interview each other about their families. Questions to take the form of , Where do you family come form When did they move Why did they more</p> <p>Student feed back to the class and identify countries, areas and towns that class members have come from.</p> <p>Areas are identified on a map with stickers (students identify places themselves) Kinaesthetic learning</p>	<p><i>World map</i> <i>British map (Google)</i> <i>Stickers or paper</i></p>
Key processes	Learning objectives			Curriculum opportunities
Historical enquiry communication	<i>Students understand that within or community we come form a wide range of back grounds and religions and celebrate the diversity</i>			Personal and family
				Spirituality
				Students feedback their religious backgrounds

Unit One: What is History?
Lesson 8: Where do we come from? Assessment

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Unit One: Assessment (Homework Assignment)

Students use their research to complete a timeline of their family in the last 50 – 100

Learning objectives: students understand significant changes in their family lives, students are able to produce a well presented timeline which is to scale and detailed

Students produce a timeline which

- Is to scale
- Is well presented
- Has Blocks of years marked off
- Has a title
- Uses space effectively
- Includes plenty of detail, presented in chronological order

Students produce a timeline which shows some understanding of scale

Some of the above factors are used

Students produce a timeline which show some understanding of chronological order and shows a few of the required factors above