

Key Stage 3 Scheme of work

What am I - An Historian (Skills in History)				Time: 6 x 1 hr lessons	
	Key Questions & Learning Objectives	Suggested Teaching Strategies Learning Activities	Key Concepts/Skills Key Vocabulary	Written Product Incl. Assessment	Resources
1	What is History? Objectives Understand What History is and why it is relevant. All: give a definition of History Understand expectations of communication and organisation skills. Most: recognise and value previous learning in history. Most Able: able to make links between different previous experiences.	Starter: Introduce what will be studied in Year 7. Discuss what pupils already know. - Pupils work in pairs to create a spider diagram of ideas. - Pupils put topics into chronological order on whole class timeline. Plenary: Pair competition. 3 ways to end the sentence 'History is ' in 4 mins. Choose best from each pair. (Could be used to form class display.) Most able pupils could go on to discuss in plenary 'Which idea was best or most surprising?' How have your ideas about history changed?	1.2 diversity 1.3 significance History Chronology Event	Brainstorm Class prior learning Timeline	NB: 1st Lesson - Distribution of exercise books, textbooks and information on Dept procedures will occupy part of this lesson Exercise Books
2	How Do Historians Measure Time? Objectives - Understand what chronology/chronological order is and its importance to a study of the past. - Understand how Historians separate time into BC & AD & what event is used to divide time - Explain why it is important not to place something in a time where it does not belong All: can place events and dates into chronological order Can give a definition of AD & BC Most: Know how to construct timelines. Can write a definition of an Anachronism. Can classify BC and AD dates correctly Most Able: Can give an	Starter: Construct a sentence in pairs defining what history is. (History is) agree on a definition which pupils write into their books. - Pair work - chronology activities. A. Sort cards into people, places and periods. B. Match buildings and periods to people. Reflection on how they ordered cards. - Introduce artefact cards. Pupils sort into correct time periods. Refer difficult artefacts to whole class to vote on. Discuss Extension and support: - vary variety of artefact cards used. Plenary - Introduce pupils to idea of 'bunk time'. Pupils reflect on Q1.3. Share ideas and encourage explanation. Homework: Anachronism sheet. (Most Able Design their own Anachronism picture)	1.1 chronological understanding 1.4 cause/consequence Q1. Which artefacts were difficult to assign to a time period and why? Q2. Which artefacts show change and continuity over time? How? Q3. Why do we need to study history? Chronology Period Artefact Anachronism Timeline	Written Definition Chronology Exercise Anachronism	Date cards Pre-printed timelines

A Scheme Of Work For Key Stage 3

Liz Hillier



A Scheme Of Work For Key Stage 3:

A Scheme Of Work For Key Stage 3 Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has be apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**A Scheme Of Work For Key Stage 3**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we shall delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

<https://stats.tinkerine.com/book/uploaded-files/fetch.php/Actors%20And%20Activists%20Performance%20Politics%20And%20Exchange%20Among%20Social%20Worlds.pdf>

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