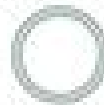


CHARACTERISTICS OF A SCHEME OF WORK

A standard scheme of work is made up of the following features:



Gr.	Subject	Period	Topic	Content	Objectives	Activities	Assessment	Resources/ Materials	Notes/ Remark
3	SES	17 th to 23 rd Mar 2010	The Earth and the solar system	Planets Solar system Rotation & Revolution their effects Structure of the earth Shape of the earth Proofs to show its sphericity Internal structure of the earth	E.g. By the end of the topic learners should be able to name the planets and show their relationship to the sun Describe the internal structure of the earth Can define rotation and revolution and state their effects Can describe the shape of the earth and state proves	Discuss the solar system, size/shape of the earth Draw the solar system show the sun and the planets Discuss concentric layers that form the internal structure of the earth, their composition and depths	Can learners name the planets and show how they relate to the sun? Can learners explain the concentric layers, Can learners demonstrate the effects of rotation and revolution	Chart/diagram of the solar system, Inflated balloons or calabashes of various sizes tied to a string Globe, football/egg Torchlight/c andle light A4 paper cut-outs, knife/razor blade, Stickers, boiled egg	

Sshistory Scheme Of Work

Alex Fairlamb, Rachel Ball



Sshistory Scheme Of Work:

History for All Judy Sebba, 2013-11-26 First Published in 1995 This book was written in response to the many teachers assistants and advisers who have sought information and ideas about teaching history to pupils with learning difficulties since this subject became a curricular entitlement for all pupils It draws on the practices of many teachers advisers and lecturers too numerous to list here by name but who have demonstrated creativity and commitment History Rhona Dick, Harriet P. Martin, 2002 This handbook demonstrates how computers can effectively contribute to the teaching of history It also offers general advice on generic software key processes in ICT the role of the co ordinator and making the most of the Internet What is History Teaching, Now? A practical handbook for all history teachers and educators Alex Fairlamb, Rachel Ball, 2023-06-16 What is History Teaching Now is a research informed handbook designed to provide practical guidance for history teachers and educators with differing levels of experience Drawing upon the classroom practice and experience of a range of practitioners the book focuses upon key areas such as curriculum and assessment pedagogy communicating history and resources that support effective teaching and learning This book also provides practical ways to approach teaching topics such as diverse histories the British Empire world history and environmental history Practical strategies are woven within the book alongside questions for reflection and suggestions for further research and reading **Ancient Egypt** Paul Flux, 2001 **Primary History Curriculum Guide** Pat Hughes, Kath Cox, Gillian Godard, 2013-11-26 First Published in 2001 This guide sets out to prepare primary teacher training students to teach history well whatever the topic or aspect of the Programme of Study It also provides opportunities and encouragement for students to develop their own personal subject knowledge of history The course content is covered in nine chapters Each chapter begins with a statement of its learning outcomes and lists the materials that are needed to complete the work of the chapter and achieve these objectives Coordinating History Across the Primary School Julie Davies, Jason Redmond, 2005-06-21 Specifically designed for busy teachers who have responsibility for co ordinating a subject area within their primary school Each volume in the series conforms to a concise style while providing a wealth of tips case studies and photocopiable material that teachers can use immediately There are special volumes dedicated to dealing with OFSTED creating whole school policy and the demands of co ordinating several subjects within a small school The entire set of 16 volumes is available **Tudor Times** Paul Flux, 2001 **On the Brink** Werner Hamacher, 2020-08-27 This collection of essays by one of the foremost figures in contemporary theory takes as its theme the edge or limit between language time history and politics These are essays that are all on the brink the very extreme at which one can no longer define where one is located neither on the cliff say nor over the edge To be on the brink is to take up that extreme limit the point of contamination or indetermination where language time history and politics all converge upon one another On the Brink begins with a consideration of Kant s treatment of time as representation and of Hegel s treatment of the writing of history and the end of

art all while taking up other key figures in the history of philosophy The book then moves to an exploration of language in a variety of manifestations from translation to complaint and greeting It concludes by analyzing political and social questions that continue to haunt us today the conception of work not least in National Socialism and our relationship to democracy Taken together Werner Hamacher's essays offer trenchant historical political and rhetorical interventions into the history of philosophy literature and our contemporary political situation

Essential Primary History Christopher

Russell, 2016-07-16 This book is an essential handbook on teaching primary history combining subject knowledge with practical teaching ideas to ensure your teaching of history is both imaginative and creative Emphasizing the importance of history and its wider skillset the book explores the concepts and skills that are the fundamental building blocks of history teaching such as Chronological understanding Concepts and skills Interpretation and evidence Each chapter offers a structured approach and provides a range of activities that both address specific elements of the history curriculum and help develop this wider skillset It includes practical ideas for lessons through an essential toolkit of ideas teaching strategies and activities with each activity designed to focus on a key skill or attribute associated with teaching primary history The practical insights accompanied by a grounded rationale for each aspect of history will help you learn the best methods for approaching the teaching of history in the primary school as well as plan and deliver effective history lessons This book is ideal if you are training to teach as it will help you with your assignments and your teaching placements It is also recommended if you are a more experienced practitioner or history coordinator and want to provide the very best experiences in primary history to children in your school An essential and inspirational guidebook for the successful teaching of history within the primary classroom If you are in any way involved with the teaching of history you owe it to yourself to read this book A must have for all history coordinators and teachers within the primary sector from trainees to the experienced who wish to raise the profile of history within their school Closely tied to the new primary curriculum it is enriched with excellent ideas to make history in the classroom a fun and memorable experience Julia Wilson Primary Teacher Hensingham Primary School UK This book is easy to read and will enable all teachers whatever their stage of career development to become even better at teaching History The chapter about the history of the curriculum is particularly interesting because it helps us all to understand what has influenced curriculums and pedagogies over time whereas the Planning Assessment and Toolkit chapters are useful on a more practical level What is particularly ideal for trainee teachers is the Theory into Practice chapter that blends the pedagogy of History with learning theory I will certainly be recommending this text to all my student teachers Maggie Webster Senior Lecturer and RE Subject Coordinator Edge Hill University UK Chris Russell has provided a gem of a guide with lots of practical advice for the student and practising teacher of history in the primary classroom as well as a good book to read in its own right Marian Hodgson Head Teacher St Philips CE Primary School Litherland UK

Using ICT in History David Gardner, 1998 Covering the main areas of ICT that history teachers

encounter from Internet to DTP and creating and using spreadsheets this book provides a matrix for teaching opportunities at Key Stage 3 and 4 GCSE It combines practical evaluation advice and instruction and includes a large selection of activity worksheets and exemplar sheets for specific applications that teachers can adapt and use in their own teaching

Teaching the Holocaust in School History Lucy Russell,2006-08-17 If we expose students to a study of human suffering we have a responsibility to guide them through it But is this the role of school history This issue is the rationale behind teaching the Holocaust primarily historical moral or social Is the Holocaust to be taught as a historical event with a view to developing students critical historical skills or as a tool to combat continuing prejudice and discrimination These profound questions lie at the heart of Lucy Russell s fascinating analysis of teaching the Holocaust in school history She considers how the topic of the Holocaust is currently being taught in schools in the UK and overseas Drawing on interviews with educationalists academics and teachers she discovers that there is in fact a surprising lack of consensus regarding the purpose of and approaches to teaching the Holocaust in history Indeed the majority view is distinctly non historical there is a tendency to teach the Holocaust from a social and moral perspective and not as history This book attempts to explain and debate this phenomenon *History 1* Rhona Whiteford,2004-11 Provides teachers with a ready made resource of the images needed for a complete theme together in the photo book big book or cards This work includes themes taken from the QCA History scheme of work for each year group and can be used with the dual year approach too The activities provide a creative cross curricular approach to history

Teaching History Ian Phillips,2008-05-19 Reflective practice is at the heart of effective teaching and this book will help you develop into a reflective teacher of history Everything you need is here guidance on developing your analysis and self evaluation skills the knowledge of what you are trying to achieve and why and examples of how experienced teachers deliver successful lessons The book shows you how to plan lessons how to make the best use of resources and how to assess pupils progress effectively Each chapter contains points for reflection which encourage you to break off from your reading and think about the challenging questions that you face as a history teacher The book comes with access to a companion website where you will find Videos of real lessons so you can see the skills discussed in the text in action Transcripts from teachers and students that you can use as tools for reflection Links to a range of sites that provide useful additional support Extra planning and resource materials If you are training to teach history citizenship or social sciences this book will help you to improve your classroom performance by providing you with practical advice and also by helping you to think in depth about the key issues It provides examples of the research evidence that is needed in academic work at Masters level essential for anyone undertaking an M level PGCE Ian Phillips is course leader for PGCE History and Teaching and Learning Fellow at Edge Hill University

Victorian Britain Paul Flux,2001

The Effective Teaching of History Ron Brooks,Mary Aris,Irene Perry,2014-06-11 The Effective Teaching of History brings together the varied expertise of three experienced educationalists to provide a practical and invaluable guide for teachers

and teachers in training who wish to teach history Key Stages 1-4 It covers a wide range of methods and resources for teaching national curriculum history and examines the role of history in schools and colleges in the 1990s A Handbook for History Teachers Dorothy Dymond, 2023-11-06 First Published in 1929 A Handbook for History Teachers is an attempt on the part of a number of teachers many of them members of the S E London branch of the Historical Association to offer some practical help in the choice of historical material for children It discusses themes like schemes of work in elementary junior and senior schools textbooks for pupils under fifteen class library books for pupils under fifteen book lists for teachers and sources for the preparation of history stories by the teacher This is an essential read for history teachers and education

Teaching History in a Neoliberal Age Mary Woolley, 2019-09-04 This book explores changing practice in history classrooms from the autonomy of the 1980s through the introduction of GCSEs and the National Curriculum to the prescription of the National Strategies and the pervasive influence of league tables in the first decade of the twenty first century It uses individual narratives from history teachers to shed light on a changing profession Showcasing research that is crucial reading for leaders in education it uses oral accounts from 13 experienced teachers to provide a rich testimony of the constraints and affordances acting on history teachers The book offers a unique perspective to show how teachers experienced steady but substantial changes in policy and autonomy and how this affected their practice this detail enhances an analysis of policy and curricular documents across three decades The findings are crucial for educational settings today facing crises of teacher recruitment and teacher retention This book will be of great interest to academics and higher degree research students in history education history of education and education policy It will also be of interest to beginning history teachers and senior school leaders responsible for teacher development and curriculum **History 6** Katharine

Newall, Rhona Whiteford, 2005-02 **History and Government Form 3**, Understanding History Teaching Chris Husbands, Alison Kitson, Anna Pendry, 2003-09-16 Understanding History Teaching is an enjoyable read with a logical and flowing structure It lives up to its goal of appealing to both academic and professional readers with both academic depth and real insights and opportunities for the professional teacher to draw from It presents its data and interpretations in a manner which does not avoid the issues revealed within the research but has an uplifting effect on the reader and leaves them feeling optimistic about the quality of History teaching in UK secondary schools Robert Wyness Student De Montfort University Leicester UK Why do we teach and learn about the past How is history taught in schools What are the influences on the way teachers teach and pupils learn about the past History is one of the most ideologically disputed of school subjects Over the past generation the subject has experienced fundamental changes in content pedagogy and approach This book is the first detailed account of the way history is taught in schools to be published for 30 years Drawing on fieldwork in comprehensive schools and on research studies worldwide the authors pose fundamental questions about the way teachers teach and learners learn They consider its purposes on teaching about the past in a world of accelerating change The book sets out to

explore the realities of classroom history teaching and to offer pointers for the development on the subject in a new century

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