

## Unit 1 Introductory unit: what's it all about?

### About the unit

Through this unit teachers can find out about pupils' prior learning at key stage 2. It enables pupils to share new knowledge and understanding with pupils who may have studied different aspects of the key stage 2 programme of study. There is the opportunity for pupils to consider the significance of individuals in history.

This unit is expected to take 3–6 hours. There is scope to adjust some of the teaching activities to take account of time constraints in different schools.

### Where the unit fits in

The unit is designed to help pupils make the transition between key stages 2 and 3. The focus on individuals can be developed further through unit 22 'The role of the individual'. The opportunity to undertake a short, focused local study is provided in other units, especially unit 11 'Industrial changes'. Some links could be made with unit 5 'Exploring England' in the geography scheme of work.

### Expectations

#### At the end of this unit

**most pupils will:** recall and use period knowledge from history studied at key stage 2; make accurate use of chronological terms and organise knowledge of different periods in correct chronological order; summarise and share knowledge about the past; find out information by asking relevant questions; draw conclusions by combining information from sources; show some awareness of the value and limitations of individual sources, such as a historical site or photograph

**some pupils will not have made so much progress and will:** recall and apply some information from history studied at key stage 2; understand that historians divide the past into different periods; identify some important people from the past and make suggestions as to why they are significant; show knowledge of how sources of different types can be used to find out about the past; draw simple conclusions from a source, such as a historical site or photograph

**some pupils will have progressed further and will:** recall and reflect upon detailed period knowledge from history studied at key stage 2; make links between different features of past societies studied previously; identify some limitations of different types of historical evidence; demonstrate detailed knowledge of events and people previously studied and an awareness of how they relate in time to other periods; place knowledge of an individual source, such as a historical site or photograph, into a wider context of historical knowledge

### Prior learning

This unit is envisaged as the beginning of the key stage 3 programme of study. It does not assume any prior history learning at key stage 3, but it draws heavily upon prior work at key stage 2.

### Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly:

- subject-specific vocabulary, *eg chronology, centuries, eras, empire, period, BCE, CE, BC, AD, sources, interpretations, site, relevance, usefulness*

Speaking and listening – through the activities pupils could:

- ask questions to gain clarification and further information

Writing – through the activities pupils could:

- group sentences into coherent paragraphs, with subheadings as appropriate
- use correctly capital letters and full stops, question marks and exclamation marks

### Resources

Resources include:

- classroom timeline 2000 BC–AD 2000 (timeline software)
- a variety of sources relating to different aspects of the key stage 3 programme of study
- video or TV news clips or news websites
- background information on a particular local site or historic building

### Out-of-school learning

Pupils could:

- research their own interests
- watch news on TV and read the news to consider how 'future history' is presented

### Future learning

Pupils could go on to build on the skills and concepts developed in this unit throughout the key stage, particularly through unit 11 'Industrial changes', unit 12 'Middle-class life 1900' and unit 22 'The role of the individual'.

### Who is the most important person I know about in history?

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| <ul style="list-style-type: none"> <li>• to recall knowledge from previous history lessons</li> <li>• to place events and people in chronological order</li> <li>• to listen to and work with others</li> <li>• to make judgements about what makes an individual important and to provide reasons</li> </ul> | <ul style="list-style-type: none"> <li>• Remind pupils that history is about people, and to think about people in history that they studied at key stage 2. Ask them <i>Who do you remember in particular?</i></li> <li>• Ask pupils to talk about history topics they have studied.</li> <li>• List names of people in history on the board and on small markers.</li> <li>• Introduce a timeline going from 2000 BC–AD 2000. Ask pupils to place the name markers on the timeline.</li> <li>• If pupils need more help supply dates and allow them to understand the timescale, <i>eg era, period.</i></li> <li>• Ask pupils to work in pairs, discuss the named individuals listed and decide <i>Who is most important and why?</i></li> <li>• Ask each pupil to write down the name of at least one individual and give reasons why he/she is important.</li> <li>• Ask pupils to read what they have written. As a group compile a class list of criteria of historical importance.</li> </ul> | <ul style="list-style-type: none"> <li>• give a clear explanation of some of the main events, people and changes from their study of history at key stage 2</li> <li>• demonstrate an understanding of chronology through an increasing awareness that the past can be divided into different periods of time</li> <li>• listen to and share ideas about important people</li> <li>• compile simple criteria to use in making a judgement</li> </ul> | <ul style="list-style-type: none"> <li>• Some preparation will be needed in ensuring that you know which areas of study pupils will have covered most recently at their previous schools. It might be helpful to assemble some pictures of important people to prompt discussion.</li> <li>• In middle schools, concentrate on the 'most important person' aspect of this work and the timeline reinforcement exercise, rather than the comparison and recall.</li> <li>• ICT: display a computer-generated timeline using a large monitor, projector or electronic whiteboard. The timeline should already include periods, eras, etc. Pupils add the names of the historical individuals in the appropriate places on the timeline. Pupils might use selected CD-ROMs or websites to find relevant information to add to the timeline that would convince other pupils of the importance of the chosen individual.</li> <li>• Language for learning: these activities provide opportunities for pupils to give a clear explanation of something they have learnt, and to listen attentively to others. They should be encouraged to ask questions to gain clarification and further information.</li> <li>• Key skills: these activities will provide opportunities for pupils to demonstrate evidence of communication (listening) and working with others.</li> </ul> |
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### What are we going to find out about in history in years 7, 8 and 9?

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| <ul style="list-style-type: none"> <li>• that different historical sources can supply different sorts of information</li> <li>• that several different types of source are useful for finding out things in history</li> </ul> | <ul style="list-style-type: none"> <li>• Brainstorm <i>How do we know about the past?</i></li> <li>• Ask pupils to work in pairs and give each pair one source, <i>eg a photograph of a building, a drawing, a letter, a newspaper article, a print-out of a website page, a poem, a painting, a picture of an artefact, a list</i>, from a different topic in the scheme of work. Each source should be on the same size piece of paper or card.</li> <li>• Ask pupils to use simple data-capture sheets to analyse the source under the headings <i>What type of source is it? What does it show/describe? What does it tell you? What further questions would you want to ask of the source?</i></li> <li>• Ask each pair to report back, describing the type of source and topic. Do not attempt to tell the whole story: spend two minutes on each.</li> <li>• Ask pupils to locate 'their' sources on the class timeline.</li> <li>• As an alternative teaching activity provide a selection of sources about individuals from across the scheme of work, <i>eg a medieval pedlar, a Civil War soldier, a mathematician from an Islamic society, a Victorian parlourmaid</i>. Ask pupils to work in groups to build up a picture of this person from the evidence, do a 'detective' exercise and identify further questions. Use the findings in a class discussion to provide an overview and summarise the key stage.</li> </ul> | <ul style="list-style-type: none"> <li>• interrogate a range of historical sources for information</li> <li>• give a clear description of a historical source</li> <li>• draw simple conclusions based on evidence</li> <li>• identify a range of types of source used in historical study</li> </ul> | <ul style="list-style-type: none"> <li>• Additional support can be provided by including a caption and the date on the source.</li> <li>• Simplistic definitions of primary/secondary sources should be avoided when examining sources. Pupils should be encouraged to focus on the questions suggested in the activity.</li> <li>• It would be possible to shape the pieces of paper/card into simple jigsaw shapes so that the class discussion reveals the whole picture of the 'jigsaw' of key stage 3.</li> <li>• Extension/homework activities can include further research into the sources. This can be done through the school stock of textbooks, library resources or using ICT.</li> <li>• Language for learning: the use of prior questions on the data-capture sheets is a good strategy for effective reading and can also be applied to non-written sources.</li> <li>• ICT: create a database using the headings (fields) decided upon during class discussion about the different types of sources. Pupils work in groups to analyse the sources using the headings (fields) and add their sources to the database. Pupils interrogate the database to analyse the ways in which different sources help us to find things out in history.</li> </ul> |
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Pupils should learn:

Pupils:

### What's history got to do with me?

- that history helps explain the present
- to ask questions to gain clarification or further information
- to use appropriate vocabulary
- that historians need to use more than one source to find out about a person or event in the past

Use one or both of the following activities:

#### *Explaining the present*

- Show a clip from a recent TV news bulletin. Follow it by asking some quick comprehension questions.
- Explain that the clip tells us what has just happened.
- Ask pupils to watch the clip again. Ask them to devise their own questions so that they receive the answers they need to prepare a background paper for a politician/ UN official about to visit the area.
- Indicate the position of the events pupils have just seen on the timeline and on the world map. Point out that history can help to explain current events and considers events all over the world.

#### *Visiting the past*

- Visit a historic site or building near the school, or use the school itself. Ask the pupils to carry out a thorough investigation of the site and consider the 'clues', eg *age, function, architectural style, changes over time*. They should be encouraged to use appropriate vocabulary.
- Ask the pupils *What does this site tell us about its place in the past?* Brainstorm the question as a whole-class activity.
- In the classroom ask pupils to write a short paragraph, with an appropriate subheading, about what a part of the site tells them. Create a display using an enlarged or exploded drawing/photograph of the site with the paragraphs in the appropriate places.

- comprehend and extract information from different kinds of source
- frame questions to shape investigations
- find answers to questions about sources of information that go beyond simple observation
- select and combine information from sources

- Some pupils will need prompts to help them structure their questions, eg *who/ what/when/where/why*. Further work can be done with all pupils working together to sort and categorise these questions.
- As an extension/homework activity ask pupils to choose two or three of the questions they asked. *Where would they get the information to answer those questions? What answers would they provide to those questions?*
- Links to other topics in key stage 3 where TV or current news items or local studies feature can be used to stimulate interest in what is to come.
- ICT: a website, eg *CNN, BBC*, can be used instead of, or as well as, a TV clip. This may provide opportunities to consider different versions of events and contribute to pupils' understanding of the role of the media, linking with citizenship.
- Save a digitised photograph of a historic building or landscape on a page created in a web publishing program. Pupils identify significant parts of the building or site and create links to short paragraphs explaining the importance of that part of the site. The pages are saved onto the school intranet or website.