

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

**Steve Kennewell, John
Parkinson, Howard Tanner**



A Scheme Of Work For Key Stage 3:

Make Key Stage 3 Matter in English Liz Hillier, 2017-04-27 The KS3 curriculum plays a critical part in giving students the best possible start to their secondary education and preventing the need for intervention later on This timely book provides detailed guidance on how to develop a robust multifaceted inclusive and challenging KS3 curriculum in English that provides a secure and progressive link between KS2 and KS4 Featuring examples of curriculum models and audits of current practice chapters cover key topics such as developing the planning cycle transitioning between primary and secondary English assessment in KS3 English creating a model that supports and challenges students of all levels LAC and SPAG divisive or cohesive abbreviations speaking and listening in the KS3 English curriculum using multimodal texts examples of how meaningful homework can successfully embed itself in a KS3 English curriculum model *Make Key Stage 3 Matter in English* will be an invaluable resource for KS3 English coordinators teachers and all those involved in the planning and delivery of the KS3 English curriculum

Science, 2000 *Teaching the National ICT Strategy at Key Stage 3* Clare Furlonger, Susan Haywood, 2013-12-19 First Published in 2005 This book gives guidance on implementing the National Strategy for ICT at KS3 The strategy present a very different way of teaching ICT in the early years secondary education The teaching of ICT in the key stage needs to be radically revised to implement the new proposals and this book will support teachers student teachers and schools as they do This book will help teachers assess the development of students ICT capability explain the document for busy practioners and clarify what the strategy expects of them offer practical suggestions on how to meet the needs of students

Ideas to Inspire - A Practical Guide to the Key Stage 3 Strategy in Design and Technology Jayne Ashman, Julie Donnachie, Jill Jackson, 2003 Designed to be of use to any school D T department this set of resources provides ready to use classroom activities tailor made for meeting the requirements of the Key Stage 3 Strategy in Design Technology The photocopiable teacher s file contains ready to go activity sheets full supporting teacher notes and lesson guidance Separate sections of activities for food technology textiles technology and product design all with a Year 7 focus are also included Customisable activities colour artwork and photographs are available on an accompanying website and colour acetates ready made for OHT use are available separately

History, 2000 *Textiles Technology for Key Stage 3* Alex McArthur, Tristram Shepard, 2000-08 Accompanying the pupils full colour textbook this pack enhances classroom effectiveness and helps raise standards of teaching and learning It places emphasis on individual target setting whereby pupils achievement is easily monitored

The Secondary PSHE Co-ordinator's Handbook Colin Noble, 2013-05-13 This handbook provides the Personal Social and Health Education PSHE co ordinator in a school with everything that they need to deliver good practice in this subject The book contains thorough guidance through policy and required practice and has a strongly practical bias It shows through examples of good practice what can be achieved and how this can generally help to raise standards in schools This is a topical lively and up to date book which tackles the real issues facing schools heads co

ordinators and classroom teachers in an engaging and practical manner It quotes from examples and case studies where strategies worked and failed but also keeps the learning of the pupil as the focus of all activities The PSHE Co ordinators Handbook is what every Head and PSHE co ordinator needs to help them make practical sense of the new curriculum the new PSHE the new healthy school standard social inclusion citizenship school councils and the new Ofsted requirements and how these can be woven together in a coherent way to support the raising of academic standards Science Web Peter Horsfall,Jan Murphy,2002 Provides support for the Science Enquiry strand of the National Strategy for Science This photocopiable pack can be used as a comprehensive set of integrated investigational resources It contains both student and teacher material back to back for easy reference It provides a range of materials allowing for individual and group work

ICT Framework Solutions Teacher Support Pack Year 8 Stephen Doyle,2004 This suite of straightforward easy to manage suite of resources comprises a Student Book and Teacher Support Pack and CD ROM for each of years 7 8 and 9

Teaching Music in the Secondary School David Bray,2000 This is essential reading for anyone who teaches Music today and needs to keep up to date with all the latest issues and developments It s a practical handbook written by an Inspector with current information on the issues that count Differentiation practical section helps you get the most out of all your pupils Assessment contains an invaluable section including examples and useful checklists to help you get the most out of assessment A levels and ICT the latest information on these important issues *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 **Key Stage 3 Mathematics** Annie

Gammon,2002 An essential file to support teachers and heads of department by bringing together all the recent developments and issues of concern in Key Stage 3 mathematics In fact it s a complete guide to successful planning teaching and assessment work as a team to develop a clear departmental vision translate that vision into planning specific examples of good practice guided INSET activities for the whole team help with differentiation classroom organisation and transition for Year 7 children *Learning to Teach ICT in the Secondary School* Steve Kennewell,John Parkinson,Howard

Tanner,2003-08-27 This book is designed specifically for students training to teach ICT as a curriculum subject at secondary

level It develops the key ideas of teaching and learning ICT in a structured accessible way and provides a wealth of ideas and inspiration for the learning teacher Key areas covered are the place and nature of ICT as a curriculum subject analyzing and developing subject knowledge planning schemes of work individual lessons activities and resources monitoring assessment and exams ICT across the curriculum differentiation and special educational needs professional development Throughout the book there are useful tasks and activities to help student teachers analyze their own teaching and explore the knowledge and skills needed to become a successful teacher of ICT Rooted in best practice and up to the minute research this book is also the ideal refresher for more experienced ICT teachers **Developing as a Teacher of Geography** Tony Fisher,1998-01-01

Aspects of Teaching Secondary Geography Margaret Smith,2003-09-02 This book provides a practical illustration of the skills knowledge and understanding required to teach in the secondary classroom As well as discussing concepts and ideas the book gives a critical examination of some of the key issues and will encourage the reader to engage with the ideas and consider their views and beliefs It is an invaluable resource for those who are learning to teach or for those teachers who wish to reflect on their teaching practice *Learning to Teach Science in the Secondary School* Rob Toplis,Jenny Frost,2010-04-15 Learning to Teach Science in the Secondary School now in its third edition is an indispensable guide to the process and practice of teaching and learning science This new edition has been fully updated in the light of changes to professional knowledge and practice including the introduction of master level credits on PGCE courses and revisions to the national curriculum Written by experienced practitioners this popular textbook comprehensively covers the opportunities and challenges of teaching science in the secondary school It provides guidance on the knowledge and skills you need and understanding the science department at your school development of the science curriculum in two brand new chapters on the curriculum 11 14 and 14 19 the nature of science and how science works biology chemistry physics and astronomy earth science planning for progression using schemes of work to support planning and evaluating lessons language in science practical work using ICT science for citizenship Sex and Health Education and learning outside the classroom assessment for learning and external assessment and examinations Every unit includes a clear chapter introduction learning objectives further reading lists of useful resources and specially designed tasks including those to support Masters Level work as well as cross referencing to essential advice in the core text Learning to Teach in the Secondary School fifth edition Learning to Teach Science in the Secondary School is designed to support student teachers through the transition from graduate scientist to practising science teacher while achieving the highest level of personal and professional development

Learning and Teaching in Secondary Schools Viv Ellis,2013-04-17 New edition of this essential text for secondary teacher trainees covering all the key issues for learning and teaching in secondary schools Linked to the new Teachers Standards Learning to Teach in the Secondary School Susan Capel,Marilyn Leask,Tony Turner,2007-04-11 This best selling textbook offers a sound and practical introduction to the skills needed to gain Qualified Teacher Status and will help

student teachers to develop the qualities that lead to good practice and a successful future in education *Issues in History Teaching* James Arthur, UNIVERSITY OF WALES SWANSEA ROBERT PHILLIPS, 2012-10-02 Written by a range of history professionals including HMIs this book provides excellent ideas on the teaching learning and organization of history in primary and secondary schools *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

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

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

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