Integrated Curriculum for Secondary Education. Social Sciences, years 1 and 2

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Integrated Curriculum for Secondary Education. Social Sciences, Years 1 and 2

Currículo Integrado hispano-británico para Educación Secundaria Obligatoria y orientaciones para su desarrollo. Ciencias Sociales, 1.º y 2.º

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General Introduction to the MEC/British Council Bilingual Project

1. Project background and objectives

The MEC/BC bilingual project, initiated in 1996 in primary as a unique experiment within the Spanish state education system, and in September 2004 the classes that had started their bilingual education 8 years earlier took the project forward into Secondary schools.

The formal agreement between the Ministry of Education and Science and the British Council states that the aim of the project is to provide students from the age of three to sixteen with a bilingual, bicultural education through an integrated Spanish/English curriculum based on the Spanish National Curriculum and aspects of the National Curriculum for England and Wales.

The implantation of such a curriculum requires, firstly, with regard to English as a subject, a very different classroom approach from the traditional EFL classroom where the focus is on learning English as a foreign language; secondly, a similar new methodology for teaching and learning other curricular areas through English. Such an integrated approach sits very positively within the Directives of the Council of Europe which insists on the need for students to be competent in three European languages by the end of the obligatory period of Secondary Education and that the learning of the first foreign language should begin in the early years of formal education. In addition to this, the secondary integrated curricula have consistently focused on the continuing development of students' skills and learning strategies, thus firmly establishing learning as a lifelong process.

The specific objectives of the Project in the Secondary education level are to:

— Continue the acquisition and learning of both languages through an integrated content-based curriculum.
— Encourage awareness and understanding of the diversity of both cultures.

— Facilitate the exchange of teachers and students.
— Encourage the use of modern technologies in learning other languages.
— Promote the certification of studies under both educational systems, if and when appropriate.

2. Rationale: curriculum document for Secondary Education

The current documents have been designed as the logical continuation of the *Integrated Curriculum for Primary Stage*. It includes:

— A clear delineation of the contents to be taught in English, Science and Geography and History for the level of 1st and 2nd year of Secondary Education.
— A definition of the linguistic and scientific skills and of the attainment targets students are expected to reach.
— A choice of resources to be used by teachers.

3. Constitution of the working parties

The present documents were written by three working parties (English, Science and Geography and History) consisting of Spanish and British Primary and Secondary teachers, who have worked on the Project for more than three years, and contributed with their experience to bridge the gap between both levels.

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4. Approach adopted by the working parties

The members of the combined working parties exchanged their knowledge and teaching experience to produce a document in which the language and skills acquired by pupils in primary are brought together and built to provide coherence and progression to the curricula.

Both the Spanish and English curricula were studied in depth in order to produce a Spanish/English integrated curriculum comprising both contents and methodological approaches.

5. Subjects to be taught in English

The areas in which English must be taught, targets reached and students evaluated will be the following:

— English, language and literacy.
— Science.
— Geography and History .

Secondary students must have 5 English sessions per week; Science and Geography and History will have the same hours allocated as those in the current Spanish education system.

Each school may include other subjects, if their timetable permits, if and when their contents and methodology follow the bilingual project guidelines.

6. Roles of teachers in the project

The bilingual Project has been most successful in those primary schools in which it has been perceived as an integrated Programme involving heads, all teachers, and parents. This was possible due to the coordination between all members of staff. Where teachers had time and opportunity to meet, plan and obtain feedback, it was noticeable how much higher the standards were.

The transition to Secondary Education has similarly shown that coordination is still an essential element for the bilingual project to be successful. However, coordination in Secondary Education is to be undertaken along two dimensions:

— With the Primary school. It is essential for Secondary teachers to keep in touch with their Primary colleagues so as to obtain maximum feedback and information about the students themselves and knowledge of materials, skill development, and methodology. Many Secondary schools initiated this type of contact even before receiving the first class of bilingual students (by means of visits, meetings with their Primary colleagues or even joint teaching sessions). It is therefore essential for this contact to continue now that the bilingual project has passed into Secondary education.

— Secondary teachers must coordinate among themselves. This involves:
  • English teachers meeting often enough for everyone to be aware of progress. In the development and evaluation of the bilingual project, the English department should be involved as a whole.
  • Teacher coordination amongst English and Science and/or Geography and History teachers to discuss the way the bilingual project as a whole is developing. This interdepartmental coordination becomes increasingly essential in order to cater for more complex learning needs. Issues which traditionally have not been part of subjects, such as linguistic awareness for Science or Geography and History teachers, or non-fiction texts, for English teachers must be dealt with and require cooperative planning and negotiation.

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7. Attainment targets

At the end of the 1st and 2nd year, for English, Science and Geography and History, there should be an approximate profile for each class:

— 20% students at band 1 (lowest).
— 70% students at band 2.
— 10% students at band 3 (highest).

The curriculum writers have offered these bands by way of reference; if these targets are not being achieved then this should lead to a school management examination of:

— The number of hours being spent on the English part of the curriculum.
— Methodological approach and use of resources.
— Coordination among teachers.
— The need to challenge students and raise standards of expectation.

Introduction to the Social Sciences Curriculum

This Integrated Geography and History Curriculum for the first cycle of ESO are derived from the British National Curriculum and the Spanish Curriculum.

The content of the entire curriculum for the first cycle of secondary is covered in the Integrated Curriculum for ESO 1 and ESO 2.

The philosophy of the Spanish education system concerning these subjects is maintained while the methodology draws heavily on the British National Curriculum Key Stage 3 Framework for teaching Geography and History.

In some areas the order of teaching topics is flexible in order to allow the pupils to use English resources (books, web sites, etc.) and to work within topic areas. The Qualifications and Curriculum Authority (QCA http://www.qca.org.uk/) has produced a series of detailed schemes of work for teaching Geography and History from 11-14 in accordance with the National Curriculum. There is now a large amount of resource materials based on these schemes, including textbooks and support materials from all the major publishers, web based resources and software. Information on some of these materials can be found in the section on teaching resources.

Teachers are strongly advised to read through the *whole* of this document before beginning to work on individual units in order to obtain a global view of the content and objectives involved in teaching History and Geography as part of the Integrated Curriculum.

1. Different approaches to teaching and learning

All pupils do not learn in the same way so it is important to give them a range of different kinds of experiences to give them the opportunity to develop. The range of types of experience can be summarised as:

Examples of possible activities		
Type of experience	**Used by pupils**	**Used in teaching**
Visual	PowerPoint slides, making videos, make a poster, use colour codes for revision, mind maps, making graphs, key diagrams, topic webs, computer based learning	PowerPoint slides Posters on the walls Video Internet searches Practical demonstrations Field trips
Audio and linguistic	Word puzzles, write a magazine article, poems and songs, crosswords, discussion, debates, vocabulary webs, comprehension tests, library search, presentations to the class	Word walls Using music Setting library or newspaper search investigations School magazine Entering competitions
Kinaesthetic, physical	Model making, practical tasks, role-play, making flash cards, dance and drama	Hands-on practical lessons Using role-play to act out social dilemmas.
Mathematical	Organising tasks into steps, listing key points, making tables and graphs of information, making timelines, creating flow charts	Preparing quantitative practical lessons to generate data Using flow charts to sequence an activity Using Excel for dealing with data tables and graphs.

These experiences should be taken into account when preparing the scheme of work to ensure a good range of different activities.

This does not mean that there is no place for the traditional class where the teacher stands at the front and delivers a lesson. On the contrary, the teacher has an even more central role in ensuring that all the pupils are given the best opportunity possible to understand the concepts and take an active part in their own learning.

However, rather than lecturing to the pupils, the teacher has to be looking continually for feedback, by questioning the pupils, checking to see if they understand and providing them with the opportunity to express their knowledge at any given time or level. (See following diagrams for examples of explanations and descriptions at various levels).

2. Better Explanations

Cause → Effect	Only one answer is given. One sentence answer.	1
Cause — How — Effect ; Cause — Effect, Effect	A chain of effects.	2
Cause — Effect — How — Effect	A longer chain of effects. Paragraph answer.	3
Causes — Effect — Effect	Several causes working together to create a knock on effects. Two or more paragraph answer.	4

Model for Middle to Lower Ability Pupils

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3. Better Descriptions

Extremes	Use place names ot identify locations. Using extremes like hot or cold.	1
Different types	Use terms or numbers to describe.	2
Comparisons	Use terms like: • twice as much, • a third of farmland, • half of the country, • most of, • 10& of to compare and contrast two variables	3
Ratios and Patterns	Combining information to describe patterns.	4

Model for Middle to Lower Ability Pupils

4. Teaching materials and resources

The course is designed so that teachers can choose which books and extra resource materials to use to best suit themselves and their pupils. As the methodology is based on both the Spanish and British Curricula, there is no single ideal text to use. However, a good deal of resource material should be British. The British education system has five years of secondary education from Year 7 to Year 11, corresponding to the Spanish system as follows:

> Year 7   (Key Stage 3) 6º Primaria
> Year 8   (Key Stage 3) 1º ESO
> Year 9   (Key Stage 3) 2º ESO
> Year 10 (Key Stage 4) 3º ESO
> Year 11 (Key Stage 4) 4º ESO

Years 7 – 9 are known as "Key Stage 3" and are taught at secondary schools. In the integrated Curriculum some of the work for Year 7 will have been covered at primary Year 6 but the curriculum has been designed to include the most important aspects of the National Curriculum for Key Stage 3, together with the Spanish Curriculum for 1st and 2nd year E.S.O. The suggested schemes of work are flexible, including extension activities which may be used if time permits. Where appropriate, a curricular link with literacy or other relevant areas has also been suggested. References to books, web sites and other resources are included.

5. Creating resource banks

Creating resources will help teachers to provide pupils with suitable visual aids and adequate texts for classroom activities. These resources should be prepared in advance. Organised planning and coordination among teachers from different departments could save both time and work. In addition, completed resources should be adequately organised and stored for future use.

> Suggestions for resource banks:

— Scan and laminate illustrations from English or Spanish textbooks, reference books, magazines etc.
— Print and laminate illustrations, graphs, photographs and simple texts from web sites. (see list)
— Compile questionnaires based on texts, illustrations, maps, graphs, artwork etc.
— Design simple posters with step-by-step explanations about how to carry out a report, investigation project, presentation etc.

6. Cross-curricular links and interdepartmental coordination

Close coordination between different departments involved in teaching the Integrated Curriculum is essential in order to avoid too much repetition where a topic is included in, for example, both Science and Geography. The content covered by one subject teacher should be complemented, where appropriate, by another.

Coordination is particularly important between the English department and the others involved in the Integrated Curriculum in order to reinforce the vocabulary and language skills necessary to reach a full understanding of and participation in the topics covered in the suggested schemes of

work. Where appropriate, it has been suggested that teachers coordinate for these purposes. A specific reference has also been made where reinforcement could be done in a literacy class with the English teacher (LL), or "Literacy Link."

7. Language for learning

In order to avoid slowing pupils' progress in History or Geography due to difficulties with reading or writing, the vocabulary and structural/functional language *may be revised or reinforced as part of a literacy lesson* where appropriate. Teachers should introduce new items of vocabulary carefully, giving the pupils the opportunity to articulate them before using them in written work.

A strong visual element should be introduced and capitalised on through the use of illustrations, diagrams, ICT etc. Specifying the vocabulary and type of language used for a particular unit of work allows the pupils to refer back to this in books, charts and other visual aids as well as making good use of the glossaries provided in some of the recommended resources.

The main language for each unit of work is briefly outlined at the start of each unit. These outlines are not, however, exhaustive, but rather intended to serve as a guide for teachers as to the kind of input that may be necessary when teaching these topics.

The Geography Curriculum

1. Geography General Introduction

The Geography curriculum for the Integrated MEC/British Council Curriculum is based on the Spanish Programme of study and the British National Curriculum. (www.qca.org.uk/curriculum). The curriculum aims are:

Learning and undertaking activities in Geography contribute to achievement of the curriculum aims for all young people to become:

— successful learners who enjoy learning, make progress and achieve goals
— confident individuals who are able to live safe, healthy and fulfilling lives
— responsible citizens who make a positive contribution to society.

The study of Geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future. Fieldwork is an essential element of this. Pupils learn to think spatially and use maps, visual images and new technologies, including geographical information systems (GIS), to obtain, present and analyse information. Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.

2. Key Concepts

There are a number of key concepts that underpin the study of Geography. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.	
Place	Understanding the physical and human characteristics of real places.
	Developing 'geographical imaginations' of places.
Space	Understanding the interactions between places and the networks created by flows of information, people and goods.
	Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.
Scale	Appreciating different scales – from personal and local to national, international and global.
	Making links between scales to develop understanding of geographical ideas.
Interdependence	Exploring the social, economic, environmental and political connections between places.
	Understanding the significance of interdependence in change, at all scales.
Physical & Human Processes	Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.
Environmental Interaction & Sustainable Development	Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.
	Exploring sustainable development and its impact on environmental interaction and climate change.
Cultural Understanding & Diversity	Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.
	Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.

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3. Key Processes

These are the essential skills and processes in Geography that pupils need to learn to make progress. Pupils should be able to:	
Geographical Enquiry	• ask geographical questions, thinking critically, constructively and creatively • collect, record and display information • identify bias, opinion and abuse of evidence in sources when investigating issues • analyse and evaluate evidence, presenting findings to draw and justify conclusions • find creative ways of using and applying geographical skills and • understanding to create new interpretations of place and space • plan geographical enquiries, suggesting appropriate sequences of investigation • solve problems and make decisions to develop analytical skills and creative thinking about geographical issues.
Fieldwork and out-of-class learning	• select and use fieldwork tools and techniques appropriately, safely and efficiently.
Graphicacy and visual literacy	• use atlases, globes, maps at a range of scales, photographs, satellite images and other geographical data • construct maps and plans at a variety of scales, using graphical techniques to present evidence.
Geographical communication	• communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing.

4. Range and Content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes. The study of Geography should include:
• a variety of scales, from personal, local, regional, national, international and continental, to global • a range of investigations, focusing on places, themes or issues • the location of places and environments • key aspects of Spain and the EU, including its changing human and physical geography, current issues and its place in the world today • different parts of the world in their wider settings and contexts, including the European Union and regions or countries in different states of development • physical geography, physical processes and natural landscapes • human geography, built and managed environments and human processes • interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.

5. Geography Curriculum ESO 1

The Geography curriculum is divided into 5 sections as follows:

Year Long Project: Introduction to maps.
Introduction: What is Geography?
Unit 1: Our Location on Planet Earth
Unit 2: Physical Geography: Relief
Unit 3: Physical Geography: Water
Unit 4: Weather & Climate
Unit 5: World Climates & Landscapes

Methodology

The aim of this curriculum is to integrate the content of the Spanish and British curricula but also to encourage an interactive and investigative approach to the methodology of teaching.

Pupils will learn how to:
— ask geographical questions about a wide range of places in the world
— analyse evidence in text & images and draw conclusions
— research subjects using the internet
— use appropriate geographical vocabulary
— use ICT to investigate & present information
— complete and use glossaries
— draw maps, plans and diagrams
— experience problem solving & decision making
— use secondary evidence

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Language Skills

Speaking and listening – through the activities pupils will be able to:
— respond to direct questioning
— listen for a specific purpose, note the main points and consider their relevance
— discuss and respond to initial ideas and information in pairs and groups
— present information to the class

Reading – through these activities pupils will be able to:
— follow the sequence of actions, processes or ideas being described
— undertake independent research using knowledge of how texts, databases, etc are organised
— develop appropriate reading strategies

Writing – through these activities pupils will be able to:
— introduce, develop and conclude pieces of appropriate writing
— use correct technical language for Social Sciences

Year-long project: Introduction to maps

As an ongoing project for the first term students, they make their own mini-atlas. Students buy blank colour maps of the continents from the stationery shop (staple them together with instructions) and they complete 2 – 3 maps per unit as, for example, below. They are given a list of all the features to include on the maps. Students can be tested for place knowledge of the maps covered in each unit exam and also as a final test at the end of the Geography section of ESO 1.

Unit	Maps completed
1. Our location on Planet Earth	**World** physical, **Europe** political & physical
2. Physical Geography: Relief	**North America** physical & political
3. Physical Geography: Water	**Africa** political & physical, **Asia** physical
4. Weather & Climate	**Asia** political, **Oceania** political &physical
5. World climates & landscapes	**South America** political & physical

5.1. Introduction

What is Geography?

Students should be introduced to the subject of Geography by analysing the different areas of study. In these introductory lessons (1 - 2 hours) teachers can find out about the students' prior learning at primary school and introduce them to the plan of study for the year.

Key geographical questions in this unit:
How can we define the subject of Geography?
Why is Geography important in understanding and protecting the world?

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1C	**Introduction to Geography** How can we define the subject of Geography?	• to identify the different themes that are included in Geography & define them • to classify images within these themes • to illustrate how Environmental Geography is an overlap of physical & human Geography	• Watch YouTube introduction • Class discussion of definitions • Pair discussion of images • Draw a Venn diagram to classify words into the correct subject area • For homework students create a labelled collage of images to illustrate what they have learnt	Ppt of images showing different aspects of physical, human & environmental geography www.youtube.com/ watch?v=Pbgai3dK16Q
1E	Geography is an important subject in understanding & protecting the world.	• to investigate how geographical concepts can be useful to explain the world around us and to protect fragile areas.	• Choose 1 example of an environment where human/environmental interaction is significant. In pairs or groups create a presentation to show how the area faces environmental threats and how it can be protected	www.nationalgeographic. com/xpeditions/ lessons/18/g35/ geofeatures.html

5.2. Topics

Unit One: Planet Earth

Key geographical questions in this unit:
> How is the solar system made up?
> What consequences do the earth's movements have?
> How is Planet Earth represented by globes & maps?
> How do we locate places?
> How can we use different types of maps?
> How can we locate places using the compass?
> How can we measure distance on a map?
> How can we locate places using geographical coordinates?

Language for learning
> Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

Lesson Content	Vocabulary
Solar System	solar system, planet, universe, orbit
Earth's movements	sphere, rotation, revolution, axis, tilt, season, solstice, equinox, anti-clockwise
Global location	globe, compass, coordinate, latitude/parallel, longitude/meridian, hemisphere, pole, location
Map types	thematic, political, physical, topographic
Map skills	compass, key, scale, symbol, grid reference, distance, direction

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1C	**Solar System** How is the solar system made up? (SL)	To identify the location of elements of the solar system	• Complete diagram of solar system	Vicens Vives 'Geography' www.onestopenglish.com/clil/secondary/science/the-solar-system/501086.article http://www.sunaeon.com/#/solarsystem/
2C	**Earth movements** What consequences do the earth's movements have? (SL)	To understand how the rotation of the Earth causes day & night. Time zones To understand how the revolution of the Earth causes seasons in different hemispheres	• Demonstrate earth movements using globe & torch • Google Earth demonstrates the rising of the sun • Exercises calculating times in different parts of the world	Google Earth Globe & torch Seasons www.youtube.com/watch?v=DuiQvPLWziQ www.wartgames.com/themes/geography/timezones.html

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
3C	**Global location** How is Planet Earth represented by globes & maps? How do we locate places?	To understand how a 3D object is represented in 2D To be aware of latitude & longitude and important parallels & meridians How to find the exact location of a place using coordinates	• Paper exercise to make globe • Exercises to plot coordinates on maps & to read coordinates off maps	Exploring Geography in a Changing World Book 3 http://geographyworldonline.com/tutorial/practice.html http://teacher.scholastic.com/lessonrepro/reproducibles/profbooks/MessageinBottle.pdf http://geography.mrdonn.org/mapskills.html www.tes.co.uk/teaching-resource/Mapping-Our-World-Lesson-1-6081912/
1C	**Map types** How can we use different types of maps?	To distinguish between different types of map & their purpose	• Ppt with examples of different map types • Exercises identifying map types & their uses	Richmond/Santillana 'Essential Geography & History'
1C	**Map skills** How can we locate places using the compass? (ML)	To be able to use the 8 points of a compass	• Exercise to give directions to find treasure	D. Waugh 'New Foundations' http://mapzone.ordnancesurvey.co.uk/mapzone/competitions.html#Compass and Direction http://www.tes.co.uk/teaching-resource/Virtual-Compass-6077520/
1C	How can we measure distance on a map?	To be able to use different symbols on maps To be able to measure distance on a map using different scales	• Exercises to identify different types of symbols • Exercises to measure distance & direction	Exploring Geography in a Changing World Book 1 Geography 360o Book 1 http://mapzone.ordnancesurvey.co.uk/mapzone/competitions.htm Free: Ordnance Survey maps: www.ordnancesurvey.co.uk/oswebsite/education-and-research/teaching-resources/index.html D. Waugh 'New Foundations' http://geography.about.com/cs/maps/a/mapscale.htm www.radicalgeography.co.uk/Transition.html http://mapzone.ordnancesurvey.co.uk/PagesHomeworkHelp/docs/mapabilityunderstandingscale.doc

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1C	How can we locate places using geographical coordinates?	To be able to locate places on an OS map using grid references	• Exercises to locate 4 & 6 figure grid references	www.radicalgeography.co.uk/mapskills.html Exploring Geography in a Changing World Book 1
1E	OS Map interpretation	To consolidate all the above OS skills	• An exercise to plan a route around an area using symbols, grid references, scale, direction, etc.	Download an OS map from their web site (maybe London) & devise exercise based on it

Unit Two: Physical Geography: Relief

Key geographical questions in this unit:

How does knowledge of the Earth's interior help in our understanding of plate tectonics?
How can the location of earthquakes & volcanoes be explained?
What different types of volcano are there?
How do volcanic areas respond to an eruption?
What happens in an earthquake?
How do people respond to an earthquake?
What are the main relief features?
How do relief features change over time?
What are the features of the physical geography of Europe?
What are the features of the physical geography of Spain?

Language for learning

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

Lesson Content	Vocabulary
The structure of the Earth	structure, crust, core, mantle, plate tectonics, magma, lava, ash
Earthquakes & Volcanoes	tectonic plate, earthquake, seismic, vibration, tremor, volcano, eruption, tsunami, fault, crater, vent
Changing relief	landscape, mountain, valley, plain, waterfall, canyon, plateau, basin, peninsula, isthmus, gulf, cape, bay, island, cliff, delta, estuary, archipelago, relief, erosion, deposition/sedimentation, transportation, weathering

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1 – 2C	**The structure of the Earth** How does knowledge of the Earth's interior help in our understanding of plate tectonics? (SL)	To identify & define the different parts of the interior of the planet To explain convection currents To distinguish between the continental & oceanic crust To discuss reasons & evidence for the current pattern of continents	• Colour & label a diagram of the earth's interior • Colour & label a map of the Earth's plates • Animation of the changing continents	www.enchantedlearning.com www.5min.com/Video/Learn-about-The-Continental-Drift-Plate-Tectonics-117505893
1C	**Earthquakes & Volcanoes** How can the location of earthquakes & volcanoes be explained? (SL)	To show the link between plate boundaries & tectonic activity To identify different types of plate boundary	• Locate famous & recent activity on a world map & compare with plates map	www.radicalgeography.co.uk/Tectonics.html www.geography.learnontheinternet.co.uk/topics/platetec.html Exploring Geography in a Changing World Book 3 http://environment.nationalgeographic.com/environment/natural-disasters/?source=NavEnvND
2C	**Volcanoes** What different types of volcano are there? (SL) How do volcanic areas respond to an eruption?	To describe the structure of a composite volcano To study an example of a volcano & its impact on its surrounding area	• Draw & label a diagram of a volcano • Case study of a recent eruption	'New Places' Nelson Thornes – Mt Etna www.boardworks.co.uk Key Stage 3 Unit 4 – Mt St Helens YouTube clips www.georesources.co.uk/volcano3.htm www.juicygeography.co.uk/montserrat.htm www.geography.learnontheinternet.co.uk/topics/volcanoes.html www.alaskamuseum.org/features/volcano/index.htm - simulates different eruption types
2C	**Earthquakes** What happens in an earthquake? (SL) How do people respond to an earthquake?	To identify the causes of earthquakes To interpret the Richter scale To study an example of a earthquake & its impact on its surrounding area	• Label a diagram to show the structure of an earthquake • Case study of a recent earthquake	Geography 360o Book 3 'Indian Ocean tsunami' YouTube clips www.georesources.co.uk/earthquake3.htm www.juicygeography.co.uk/shaker.htm - earthquake simulator www.geography.learnontheinternet.co.uk/topics/earthquakes.html

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1C	**Changing relief** What are the main relief features? How do relief features change over time?	To identify main relief features To understand the processes of erosion, transportation & deposition	• Ppt with photographs to show features • Annotate a diagram of a river to show the 3 processes	Vicens Vives 'New Connections' Chapter 1 'New Basics' Chapter 3
1C	**The physical geography of Europe**	To locate examples of relief features in Europe including rivers	• Label a physical map of Europe	www.enchantedlearning.com/europe/rivers/outlinemap/
1C	**The physical geography of Spain**	To locate examples of relief features in Spain including rivers	• Label a physical map of Spain • Quiz (in class or interactive online) to consolidate place knowledge	www.triviaplaza.com/geography-world-quizzes/
1E	There are so many resources available about volcanoes and earthquakes that an extension lesson is very easy to plan.			

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Unit Three: Physical Geography and Water

Key geographical questions in this unit:

How does water affect our planet?
What is a river basin?
What landforms are found along the course of a river?
How do humans use water?
What problems are caused by water?

Language for learning

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

Lesson Content	Vocabulary
Hydrosphere	water cycle, fresh water, saltwater, groundwater, evaporation, condensation, precipitation, infiltration, water vapour, cloud, wind, rain, snow, hail, glacier
River basin	source, watershed, catchment, tributary, confluence, mouth, upper, middle & lower course
River landforms	Waterfall, meander, delta, alluvium
Human use of water	Water supply, dam, reservoir, hydro-electricity, canal, transfer, drought, flood, pollution

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1C	**The hydrosphere** How does water affect our planet? (SL)	To identify different sources of water To explain different processes in the water cycle	• Annotate a simple diagram of the water cycle • Match definitions to terms	'New Foundations' Chapter 3 Vicens Vives
1C	**River basins** What is a river basin?	To define the different features of a river basin	• Label a diagram of the course of a river & define the features	Vicens Vives www.radicalgeography.co.uk/Rivers.html - make a model of a river basin
2C	**River landforms** What landforms are found along the course of a river? (SL)	To identify the different landforms along the course of a river including waterfalls, meanders, deltas, etc. To locate the world's major rivers	• Label diagram of a river with landforms • Identify rivers on world map • Case study of a river, for example, the River Tees, Nile or Tagus	www.juicygeography.co.uk/flumemake.htm www.geography.learnontheinternet.co.uk/topics/river.html 'New Basics' – Chapter 3 River Tees Exploring Geography in a Changing World Book 1 www.geointeractive.co.uk/contribution/consearchfiles/cphyrivers2.htm - Nile & Ganges case studies www.georesources.co.uk/river3.htm - world rivers New Foundations' Chapter 3
1-2C	**Human use of water** How do humans use water? What problems are caused by water? (SL)	To identify the main uses of water by people To identify areas with too much water & not enough water To explain why some areas of Spain have a water problem To describe how water issues are managed in the local area	• Spider diagram • Analyse climate maps of Spain & compare them with water shortages	Geography 360o Book 2 Photographs www.iberianature.com/material/spain_drought.htm Local newspapers
1E	**Waterfalls & Deltas**	To study certain landforms such as waterfall & deltas in more detail using case studies such as Niagara & The Nile	• Draw diagrams in sequence to show formation of landforms • Annotate photographs of examples	www.geogonline.org.uk/**Nile_Delta**.ppt D. Waugh 'New Foundations' http://mrjohnstonsgeog.files.wordpress.com/2011/04/case-study-booklet.pdf YouTube films
1E	**Water Pollution** (SL)	To identify causes of water pollution	• Classify photographs of pollution into causes	www.water-pollution.org.uk/

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Unit Four: Weather and Climate

Key geographical questions in this unit:

What is the difference between weather & climate?
What are the factors that affect the temperature of a place?
What different types of precipitation are there?
What is air pressure & how does it affect weather systems?
How can we use weather maps to analyse & predict the weather?
What extremes of weather are there?

Language for learning

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

Lesson Content	Vocabulary
Weather & Climate	weather, climate, temperate, tropical, polar
Temperature	temperature, thermometer, degrees, maximum, minimum, range, altitude, increase, decrease, cool, mild
Precipitation	Rain gauge, pressure, humidity, convection, front, cloud, maritime, thunder & lightning, storm, drought
Atmospheric pressure	barometer, isobars, wind, breeze, prevailing, wind vane, anemometer, anticyclone, depression, hurricane
Weather maps	Symbols, weather forecast, satellite

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1C	**Weather & Climate** What is the difference between weather & climate? (SL)	To define the difference between weather & climate To demonstrate how weather & climate affect people's lives To identify the elements that make up the weather To clarify the use of language used with weather cool, mild, warm etc.	• From a list of statements identify which is weather & which is climate • Write about how weather affects jobs, leisure, clothes worn, transport, etc. • Ppt with weather maps & symbols of the weather – students identify each element & then describe what the weather outside is like. • Keep a diary of the weeks weather	Photographs of different weather conditions www.radicalgeography.co.uk/weatherandclimate.html Weather maps www.youtube.com/watch?v=2BY678u2FC0&feature=related www.youtube.com/watch?v=wPBbrDObOQc&feature=related www.georesources.co.uk/climate3.htm www.georesources.co.uk/weather3.htm www.geography.learnontheinternet.co.uk/topics/weather.html Exploring Geography in a Changing World Book 1 & 2 Geography 360o Book 1

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
2C	**Temperature** What are the factors that affect the temperature of a place?	To describe how we measure temperature and the words associated with it. To explain how the main factors affect temperature — Latitude — Altitude — Distance from the sea	• Analyse climate figures for Spain & Europe to show how these factors affect the climate • Simple mathematical calculations showing changing temperature every 1000m change in altitude	World map of temperatures Climate figures for Spain & Europe www.inm.es www.allmetsat.com New Foundations
1-2C	**Precipitation** What different types of precipitation are there?	To define humidity, precipitation & how we measure them To explain the process of condensation & formation of clouds To explain the three types of precipitation To interpret world precipitation map	• Comparison of satellite & weather maps • Ppt with pictures of different clouds • Label three diagrams • Annotate a world map to explain differences in precipitation	Satellite maps www.youtube.com/watch?v=C5OYH2lDNqU&feature=related
1C	**Atmospheric pressure** What is air pressure & how does it affect weather systems? (SL)	To understand what air pressure is & how it is measured To show the link between air pressure & temperature To show the link between air pressure & wind To distinguish between depressions & anticyclones	• Draw diagrams to show how land & sea breezes show these links • Draw simple diagrams of depressions & anticyclones	www.youtube.com/watch?v=wPBbrDObOQc&feature=related www.youtube.com/watch?v=DkgPZMBKEls&feature=related
1C	**Weather maps** How can we use weather maps to analyse & predict the weather?	• To compare a weather map with symbols with an isobaric chart • To describe the type of weather associated with a depression & an anticyclone	• Write a weather forecast using both types of map • Identify the weather forecast for the week ahead using web sites	www.eltiempo.es www.metoffice.gov.uk www.weatheronline.co.uk
2E	**Climatic Hazards** What extremes of weather are there?	To describe & explain hazards — Hurricanes — Droughts	• Analyse a satellite picture of a hurricane & track its movement and effects • Describe the human response to a hurricane • Analyse the causes & effects of the Sahel drought	Hurricane Katrina www.radicalgeography.co.uk/weatherhazards.html www.bbc.co.uk/schools/gcsebitesize/geography/weather_climate/weather_human_activity_rev6.shtml

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Unit Five: World Climates and Landscapes

Key geographical questions in this unit:

What is climate and how do we describe it?

How can we distinguish the main natural landscapes (biomes) in the world?

What is the rainforest like?

What are the pressures on the rainforest?

What are the consequences of rainforest destruction?

How do the landscapes of Europe change from north to south?

(The climates and landscapes of Europe)

How difficult is life in the north of Europe? (Tundra and Taiga)

How is life affected by proximity to the ocean? (Oceanic landscapes)

How is the interior of Spain different to the coastal areas? (Mediterranean landscape)

What impact has tourism had on our landscape?

Language for learning

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

Lesson Content	Vocabulary
World climate	climate graph, equatorial, tropical, maritime/oceanic
Natural landscapes	biome, landscape, vegetation, ecosystem, adaptation, species, fauna, flora, food chain, nutrient cycle, carnivore, herbivore, prey, predator, savanna, desert, tundra, taiga, deciduous, coniferous, steppe/prairie, alpine oasis
Equatorial rainforest	abundant, evergreen, canopy, emergent, liana, bush/shrub, deforestation, destruction, hunting, gathering, timber
Landscapes of Europe	irrigation, coniferous, deciduous, tourism, agriculture, livestock

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2C	**World climate** What is climate & how do we describe it?	To revise the definition of climate To construct & interpret climate graphs To interpret world map & climate graphs	• Study of home climate — Description of seasonal differences — Completion of climate graph & interpretation of temperature & precipitation figures • Analysis of world map & climate graphs to identify patterns of climate • 'Dress for the Climate' – how do people have to dress in the different climate zones	Climate figures with graph axes ready for completion Simple world map showing eight main climate zones with their typical climate (Santillana 'Essential Geography 1') http://noeljenkins.wordpress.com/ (Weather Project catwalk)

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
2C	**Natural Landscapes** How can we distinguish the main natural landscapes (biomes) in the world? (SL)	To locate & distinguish the characteristics of the main biomes	• Group project – create a poster for a biome & present to the class	Ppt with a slide for each landscape showing location map, photographs of landscape & fauna Each group has a starter pack with photographs, map & climate graph. Include some incorrect photos & an incorrect climate graph for the group to reject. www.geography.learnontheinternet.co.uk/topics/ecosystem.html www.bbc.co.uk/schools/gcsebitesize/geography/ecosystems/index.shtml Exploring Geography in a Changing World Book 3
1-2C	**Equatorial Rainforest** What is the rainforest like? (another tropical or polar landscape could be chosen) (SL)	To explain the equatorial climate and convectional rainfall To describe the structure of the rainforest and adaptations of the plants	• Describe climate graph of Manaus • Draw annotated diagram of the forest • Complete food chain diagram (homework)	New Interactions Chapter 1 Basics Chapter 'Planet Earth' http://www.rainforest-alliance.org/ www.georesources.co.uk/rainforest3.htm Exploring Geography in a Changing World Book 3
1-2C	What are the pressures on the rainforest?	To describe the nutrient cycle in the rainforest & how deforestation breaks it To describe the uses of the rainforest To assess the impact of deforestation on Brazil	• Draw a circular flow diagram of the nutrient cycle • Draw a spider diagram to show uses • Classify the effects of deforestation into positive & negative	Ppt with photographs to show causes of deforestation Waugh 'New Basics' Chapter www.youtube.com/watch?v=FrAkd8Ee5so (Kayapo tribe) www.youtube.com/watch?v=Fo4WXly4QYk (Greenpeace)
1E	What are the consequences of rainforest destruction?	To investigate the impact of deforestation on climate To investigate solutions to deforestation	• Analyse climate figures to show climate change	www.wwf.org.uk/what_we_do/tackling_climate_change/climate_change_explained/?pc=AJB004002 www.rainforest-alliance.org/kids www.greenpeace.org/usa/en/campaigns/forests/solutions-to-deforestation/

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1C	**The climates & landscapes of Europe.** How do the landscapes of Europe change from north to south?	To locate the different climate types in Europe To explain why different climates are present	• Complete a map of the biomes • Revise reasons for latitudinal & continental differences in climate	Geography 360o Book 2
1-2C	**Tundra &Taiga** How difficult is life in the north of Europe?	To describe the landscapes To explain plant & animal adaptations To describe the uses of the landscape by people	• Annotate photograph of the tundra • Annotate diagram of coniferous tree • Describe the way of life of the Sami tribe	Photographs of tundra & taiga landscapes & animals www.youtube.com/watch?v=ve9q7NP0ytM&feature=related (reindeer in Lapland – good views of tundra in different seasons)
1C	**Oceanic landscapes** How is life affected by proximity to the ocean?	To show the extent of oceanic landscape in Europe To explain the climate To distinguish between evergreen & deciduous trees	• Analyse a climate graph • Compare photos from Britain & Northern Spain to show seasonal differences & uses of the landscape	http://www.spanish-web.com/climate/ http://www.villa-leisure.com/spain/northern/travel-guides/climate-weather.aspx
1C	**Mediterranean landscape** How is the interior of Spain different to the coastal areas?	To understand the differences in climate To show the link between climate, landscape & land-use	• Compare climate graphs of Madrid & Valencia • Complete blank map of climate zones • Explain the differences between irrigated (regadío) & non irrigated (secano) crops. Draw a cross-section from the coast to inland or annotate the climate map	www.aemet.es/documentos/es/serviciosclimaticos/datosclimatologicos/atlasclimatico/Atlas.pdf
1E	What impact has tourism had?	To assess the impact of tourism	• Analyse before & after photos of Benidorm	Google images www.slideshare.net/IanGrant24/mass-tourism http://bptourism.wikispaces.com/5.+Tourism+in+Benidorm

5.3. Bands of Attainment

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The Integrated Curriculum Programme of study sets out what most pupils should be taught. However, teachers should teach knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later stages so that individual pupils can make progress and show what they can achieve.

Band 1: 30% pupils may have reached this level.

Band 2: 60% pupils will have reached this level.

Band 3: 10% pupils will have progressed further and will have reached at least this level.

Band 1

Pupils show their knowledge, skills and understanding in studies at one or two scales. They recognise and make observations about physical and human features of localities. They express their views on features of the environment of a region. They use resources that are given to them, and their own observations, to ask and respond to simple questions about places and environments. Pupils know how to use atlases and globes, start to recognise how some places fit in a wider geographical context, ask simple geographical questions and identify and ask what places are like. These pupils recognise some patterns and processes of physical/natural and human/made features and how people seek to improve and sustain environments. They use a limited range of geographical vocabulary, skills and resources to explain the geography, such as maps, atlases and ICT to support and develop their learning. They identify similarities and differences between contrasting places.

Band 2

Pupils show their knowledge, skills and understanding in studies at a wider range of scales. They describe and compare the physical and human features of different localities and offer explanations of the locations of some of those features. They are aware that different places may have both similar and different characteristics. They offer reasons for some of their observations and for their views and judgements about places and environments. They use skills and resources to respond to a range of geographical questions, and use simple and appropriate geographical vocabulary. They appreciate the differences between two areas, for example, the coastal and interior areas in Spain. They understand how people can both improve and damage the environment. They participate in geographical enquiry inside and outside the classroom, access some geographical sources and are able to communicate their findings correctly.

Band 3

Pupils show their knowledge, skills and understanding in studies of a wide range of places and environments at a variety of scales from local to global, and in different parts of the world. They describe and explain interactions within and between physical and human processes, and show how these interactions create geographical patterns and help to change places and environments. They understand that many factors, including people's values and attitudes, influence life, places and environments, and use this understanding to explain the resulting changes. They recognise that human actions, including their own, may have unintended environmental consequences and that change can sometimes lead to conflict. They appreciate that sustainable development affects the positive planning and management of environments and resources. They are able to use a wider

range of vocabulary with increasing precision. They understand a wider range of areas explaining geographical patterns. They participate in geographical enquiry inside and outside the classroom, access some geographical sources and are able to communicate their findings effectively.

5.4. Web sites and bibliography

Web sites on Geography

www.bbc.co.uk/schools/gcsebitesize/geography/
> A good reference site for most subjects

www.blueplanetbiomes.org/world_biomes.htm
> Climate zones. In this site you will discover facts about our planet, its complex patterns of biomes, plants, and animals, and how climates ultimately determine the biomes of our Earth.

www.boardworks.co.uk
> Excellent interactive PowerPoint for Key Stage 3 but expensive.

www.brainpop./com/science/earth/platetectonics
> This is an American site with lots of interactive activities. It is a subscription site but the first two activities are free everyday.

www.envirolink.org/
> Complete A to Z of everything to do with the environment. Large database of educational resources. Great news scan on current environmental topics.

www.5min.com/Video

www.geography.org.uk
> The Geographical Association – support for geography teaching including page with details of blogs.

www.geographyalltheway.com/igcse_geography.htm
> Some free resources, others to subscribe to.

www.geography.learnontheinternet.co.uk
> Geography resources for students and teachers of Geography. The site contains downloadable resources, revision materials, 100s of links, online activities, plus an 'ask a geographer' facility.

www.geointeractive.co.uk
> Links & resources for secondary Geography teachers – some free, some available with a subscription. Outline maps.

www.geogonline.org.uk
> South Wales school web site open to all. Includes GeogGames section.

www.geographypages.co.uk/nextindex.html
> Links to many useful sites including the Royal Geographical Society.

www.georesources.co.uk
> Provides all the geographical information that you have ever wanted (links, case studies, outline maps, virtual fieldwork, quizzes) - all on one easy to navigate site.

www.geoworld.co.uk

   Lessons based on 'Thinking through Geography' project including Living Graphs.

www.greenpeace.org

   Environmental pressure group with many useful resources.

www.gridclub.com/info/index.html

   This site is linked to Channel 4: it is directed at key stage 2 and 3 pupils. There are lots of activities on History, Geography and Science.

www.juicygeography.co.uk

   Lesson ideas including the use of Google Earth & Who wants to be a Millionaire template.

www.leicester.gov.uk/education/learninglibrary/secondaryhome.htm

   The water cycle and rivers. Animated web site. Colourful and entertaining.

http://www.maps.com/FreeStuff.aspx

   This online atlas enables you to access either a political or physical world atlas and then zoom in on any world region, continent or country. Especially useful with the ever-changing borders and boundaries of the 21st century. Can be used in conjunction with UK studies or distant place studies from the KS3 Geography curriculum. Also map games.

www.nationalgeographic.com

   This huge and growing site for geography educators and students contains more than a hundred original lesson plans and after-school activities for pupils, an outline map atlas with more than 1,800 free maps designed for printing or building web sites, forums where teachers and students can discuss Geography. On the Environment tab there are natural disasters.

www.ordnancesurvey.co.uk/oswebsite/

   The Ordnance Survey web site provides a wonderful geography resource for anything from local studies to contrasting localities and map-reading. Maps can be searched for in 'get a map' by gazetteer, post code or grid reference. The section specifically devoted to education includes aerial photography and a wall maps section.

www.pbs.org/journeyintoamazonia/explorer.html

   Another very good American site. Journey into Amazonia features the swollen rivers, flooded forests, and dense canopy of the vast rain forest recognized as one of Earth's natural wonders. Classroom Resources are designed to help you use this web site, other material on the Internet, and the Journey into Amazonia videos. These materials are designed for students although extension suggestions may help you modify them for younger or older students.

www.pupilvision.com

   This quality site for pupils and teachers of Geography provides links, virtual fieldwork, lesson plans, original GCSE/AS/A2 articles, revision guides and is easy to navigate.

www.quia.com/shared/geography/all.html

   American quiz site. Quizzes on latitude & longitude amongst others.

www.rgs.co.uk

   The professional Geographers Association.

www.mrdonn.org

   Useful links for most Geography & History subject areas.

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www.scalloway.org.uk
> Interactive revision for the Scottish exam, Standard Grade Geography. Sections of it should also be useful for students. (KS3).

www.slideshare.net
> Many PowerPoint uploaded by teachers here.

www.streetmap.co.uk/
> The site will search for and present a map of anywhere in the UK. Just type in the postcode, town, OS or Land ranger grid references and up pops a clear, printable map of the area.

www.thinkquest.org/library/cat_show.html?cat_id
> 10 Links to other sites. Enter "geography and travel"

www.tes.co.uk
> The Times Educational Supplement has thousands of resources uploaded by teachers.

www.volcano.si.edu/index.cfm
> Smithsonian Global Volcanism project.

www.youtube.com
> Extremely useful for short clips to use to illustrate just about anything. To save clips for future use download **a Tube** catcher (*atube-catcher.softonic.com)*.

Bibliography for Geography. For teachers

Heinemann/Pearsons

Geography 360°
> http://www.pearsonschoolsandfecolleges.co.uk/Secondary/Geography/11-14/Geography360/Geography360.aspx

Geography Matters
> http://www.pearsonschoolsandfecolleges.co.uk/Secondary/Geography/11-14/GeographyMatters/GeographyMatters.aspx

Longman School Atlas
> http://www.pearsonschoolsandfecolleges.co.uk/Secondary/Geography/11-14/Atlases/Atlases.aspx

Hodder Education

Exploring Geography in a Changing World
> Book 1 – UK
> Book 2 – Europe
> Book 3 – Global issues
> www.hoddereducation.co.uk/Schools/Geography/Exploring-Geography.aspx

Linguaframe
Simple, clear, colourful, value for money books for students. 1ESO & 2ESO Social Sciences for Spanish bilingual schools
> ISBN 978-84-939346-0-6
> www.linguaframe.com

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Nelson Thornes
Key Geography New Foundations, Connections & Interactions
Key Geography New Basics & New Places
www.nelsonthornes.com/nkg/
Horizons
www.nelsonthornes.com/ks3/geography.html
Basic Mapwork Skills
www.nelsonthornes.com/wps/portal/nt/secondary/geography/key-stage-3/basic-mapwork-skills

Oxford University Press
Geography Success. Copymasters. Book 1- 4
For Primary but good activities for 1ESO too
http://ukcatalogue.oup.com/product/9780198338444000.do
Geography.123
http://ukcatalogue.oup.com/product/education/secondary/geography/9780199135059001000.do

Richmond/Santillana Publishing
Essential Geography & History for 1 – 3 ESO
www.richmondelt.com/spain/english/catalogue/content-based-secondary/essential_geography_
history.htm

Vicens Vives Publishers
Geography & History 1 – 3 ESO
www.vicensvives.es/index.html
http//:es.tiching.com – links to web sites with related content to textbooks

6. Geography Curriculum ESO 2

The Geography curriculum is divided into 5 sections as follows:
— ICT Project: "Your Hometown: A teenage perspective" from National Geographic
— Political Maps of Autonomous Communities/Cities, Spain, and the World.
— Unit 1: Population
— Unit 2: Society and Political Organization
— Unit 3: Settlement

6.1. Introduction

Methodology

The aim of this curriculum is to integrate the content of the Spanish and British curricula but also to encourage an interactive and investigative approach to the methodology of teaching.

Pupils will learn how to:
— ask geographical questions about a wide range of places in the world
— analyse evidence in text & images and draw conclusions
— research subjects using the internet
— use appropriate geographical vocabulary
— use ICT to investigate & present information
— complete and use glossaries
— draw maps, plans and diagrams
— experience problem solving & decision making
— use secondary evidence

Language Skills

Speaking and listening – through the activities pupils will be able to:
— respond to direct questioning
— listen for a specific purpose, note the main points and consider their relevance
— discuss and respond to initial ideas and information in pairs and groups
— present information to the class

Reading – through these activities pupils will be able to:
— follow the sequence of actions, processes or ideas being described
— undertake independent research using knowledge of how texts, databases, etc., are organised
— develop appropriate reading strategies

Writing – through these activities pupils will be able to:
— introduce, develop and conclude pieces of appropriate writing
— use correct technical language for Social Sciences

Project. Your Hometown-Local Area.

ICT project: Lesson plan can be found at: http://www.nationalgeographic.com/xpeditions/lessons/06/g912/tghometown.html

Your Hometown: A Teenage Perspective

Overview:

Students will be asked in this lesson to create a "teen-friendly" web site for their town or to redesign their town's web site so that it is more interesting to teenagers. Before they do this, students will consider the things that are important to teenagers in their town, and will take a look at their town's "official" web site.

POLITICAL MAPS OF AUTONOMOUS COMMUNITIES/CITIES, SPAIN, AND THE WORLD.

Although not specified in the individual lesson plans, the Geography Curriculum for ESO 2 includes the study of the political maps of Autonomous Communities/Cities, Spain, and the World.

6.2. Topics

Topic One: Population

Key geographical questions in this unit:
How are people distributed across the world?
Why are some places more crowded than others?
Why is the world's population growing so rapidly?
How does population growth vary in different countries?
Why does population grow so slowly in MEDCs?
Why does population grow so quickly in LEDCs?
Why is it so important to know what our population structure is?
How does population change as a country develops?
Why do MEDCs want to stabilize or increase their populations?
Why do LEDCs want to control the increasing growth rate of their populations?
What are the different types of migration?

Why do people migrate?
What are the effects of migration?
Why do people change countries?
Why can't people move freely from one country to another?
What causes people to become refugees?
What do countries do when faced with refugees?
Is population growth linked to resource depletion?
How is global resource use unequal?
How does population growth cause conflicts over resources?

Language for learning

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

TOPIC	KEYWORDS
1. Population density and distribution	demography, population, population density, population distribution, densely populated, sparsely populated, positive and negative factors that affect population density: relief, climate, vegetation, soils, resources, access, economy
2. World Population growth	population explosion, natural increase, birth rate, death rate, fertility rate, death rate
3. Differences in population growth	contraception, birth control, billion=one-thousand million
4. Population structures	census, population pyramid, ageing populations, young populations, dependent population, economically active population, life expectancy, longevity, retired population
5. The demographic transition model.	Demographic transition model, development, industrialisation
6. Managing population growth	planning, pro-birth policies, anti-birth policies
7. Migration	migrant, pull factor, push factor, refugee, internal migration, international migration, permanent migration, temporary migration, voluntary migration, forced migration, immigration, emigration, rural to urban migration, commuting, counter urbanisation
8. International migration	legal migration, illegal migration, quality of life, brain-drain, border patrol
9. Refugees	refugees, refugee camps, persecution, cholera, sanitation, political asylum, repatriation, displaced person
10. Population and resources	resources, raw materials, conflicts, depletion, natural resources, pollution, shortage, deforestation, global warming

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1C	*Population density and distribution* How are people distributed across the world? Why are some places more crowded than others?	• To understand population density and distribution. • To calculate population density	• Population definitions starter activity Ppt. • Calculate population density using data from CIA Worldfactbook, and then present it in a graph. • Scalloway Geography downloadable population booklet (for whole unit reference).	http://www.geointeractive.co.uk/contribution/ppfiles/Popualtiondefinitionsstarter.ppt https://www.cia.gov/library/publications/the-world-factbook/ http://www.scalloway.org.uk/adobe/1popua.pdf Scalloway Geography population link: http://www.scalloway.org.uk/popu.htm
1C	*World Population growth* Why is the world's population growing so rapidly?	• To understand the causes and evolution of global population growth. • To comprehend that the population of the world is not stable.	• Jelly babies game, worksheet, and follow-up questions.	http://www.geographyalltheway.com/igcse_geography/population_settlement/population/jelly_baby_population.htm
1-2C	*Differences in population growth* How does population growth vary in different countries? Why does population grow so slowly in MEDCs? Why does population grow so quickly in LEDCs?	• To account for differences in population growth between MEDCs and LEDCs.	• Population explosion worksheet and internet activity.	http://www.geointeractive.co.uk/contribution/wordfiles/Population%20Explosion%20Worksheet.doc
	Population structures Why is it so important to know what our population structure is?	To understand the uses of population structures. To interpret population pyramids.	• Population pyramid PowerPoint Intro. • Ppt and internet exercise.	http://www.slideshare.net/lntrullin/understanding-population-pyramids http://www.geointeractive.co.uk/contribution/ppfiles/population%20pyramids.ppt
C	*Demographic transition model* How does population change as a country develops?	To describe what happens in each stage of the demographic transition model.	• Demographic transition model PowerPoint. • Demographic transition model worksheet.	http://www.geointeractive.co.uk/contribution/ppfiles/DTM%20Animation.ppt http://www.tes.co.uk/Resource-Detail.aspx?storyCode=6140852 (free registry in tes.co.uk)

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2C	*Managing population growth* Why do MEDCs want to stabilise or increase their populations? Why do LEDCs want to control the increasing growth rate of their populations?	To understand population control.	• ICT exercise. 'China's One Child Policy: Is it working? Is it fair? Is it absolute?'	http://www.sln.org.uk/geography/enquiry/chinachildpolicy2.htm
	Migration What are the different types of migration? Why do people migrate? What are the effects of migration?	To identify different types of migration To appreciate the causes and effects of international migration	• Enrique migration mystery. PowerPoint card sort and worksheet.	http://www.sln.org.uk/geography/Documents/Thinking/Migration%20mystery.ppt (PowerPoint for activity) http://www.sln.org.uk/geography/Documents/Thinking/migration-24%20mystery%20cards.doc (card sort to be used with activity sheet) http://www.sln.org.uk/geography/Documents/Thinking/migration-student%20task%20sheet.doc (worksheet for activity).
1C	*International Migrations* Why do people change countries? Why can't people move freely from one country to another?	To appreciate the causes and effects of international migration To understand the differences between legal and illegal migrations along with their causes and effects. To consider solutions to the problems caused by migrations. To state and defend arguments for and against immigration.	• Immigration into the European Union activity booklet and activities.	http://www.eurunion.org/eu/images/stories/lesson8.pdf
1-2C	*Refugees* What causes people to become refugees? What do countries do when faced with refugees?	To understand that the number of refugees world-wide has been increasing since WWII. To analyse the causes for refugee movements and classify them into human and natural reasons. To describe the poor quality of life of refugees and the conditions of refugee camps. To empathise with the plight of refugees and internally displaced children.	• Refugee starter • What's it like to be a refugee? • Worksheet for the activity.	http://www.geointeractive.co.uk/contribution/wordfiles/Refugee%20starter.doc http://www.humanrights.gov.au/education/face_the_facts/intro.html#activity1 http://www.humanrights.gov.au/education/face_the_facts/activity1.html

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2C	*Population and resources* Is population growth linked to resource depletion? How is global resource use unequal? How does population growth cause conflicts over resources?	To link population growth to resource depletion To describe the unequal use of resources among rich and poor countries. To discuss conflicts over resources from the past and how these tendencies are likely to increase in the future.	• Social and economic choices PowerPoint • "Why can't María González afford enough tortillas for her family?" mystery.	http://www.tes.co.uk/Download.aspx?storycode=6033613&type=X&id=6145122 (free registry) http://www.sln.org.uk/geography/Development.htm (select the activity from the page)

Unit Two: Society & Political Organisation

Key geographical questions in this unit:

What is a society?
What is social class?
What is social status and how is it achieved?
Why is our society changing?
What is cultural diversity?
How is democracy linked to modern society?
Is it possible to eliminate all inequalities in society?
Why was the United Nations created?
How does the United Nations work?
What is the European society like?
What are the main characteristics of European society?
Does every European have the same opportunities?
How is Spanish Government Organised?

Language for learning

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

TOPIC	KEYWORDS
Society	community ,social links, economic links, ideological links, political links, territorial links, , values, diversity, conflict, inequality, rights, opportunities, segregation, welfare state
World Cultures	Multicultural, globalisation, cosmopolitan
The United Nations	Treaty, UN Charter, General Assembly, Security Council, International Court of Justice
Problems in Society: Discrimination	Race, ethnicity, discrimination, sexual preference discrimination
The European Union	European Union, European Council, European Commission, European Parliament, European Court of Justice, European Economic Community
The Political organisation of Spain	autonomous community, autonomous city, autonomous competencies, parliamentary monarchy, executive power, legislative power, judicial power

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1- Core	What is a society? What is social class?	To understand the concept of society. To define the idea of social classes and their evolution throughout history.	Have students brainstorm about their idea of what makes a society. Using a social hierarchy of a society previously studied in history, have the students design a hierarchy for: the school and for Spanish society.	http://www.sociologyguide. com/basic-concepts/Society. php (reference pages on society for the teachers) http://www.aldokkan.com/ society/social_pyramid.htm (Egyptian social structure)
2- Core	What is social status and how is it achieved?	To understand the concept of social status. To differentiate ascribed and achieved social status.	Discuss and summarise a text on a traditional society for example: the castes in India	http://www.google.es/ url?sa=t&rct=j&q=caste%20 system%20in%20india%20wo rksheets&source=web&cd=3 &ved=0CDkQFjAC&url=http% 3A%2F%2Fwww.okbar.org% 2Fpublic%2Flre%2Flessonpla ns%2Fcaste.pdf&ei=MXJsT_ X4M8T38QOm9pi_ DQ&usg=AFQjCNFCTIx- muShBe7hMKE9tLMCBZ7i4g Caste system lesson and worksheets.
1- Core	*Cultural Diversity* Why is our society changing? What is cultural diversity?	To understand how our society is being transformed by increased urbanisation, changes in the labour force, technology and the spread of information.	Read text on changes in society and discuss the reasons for these changes.	http://www.google.es/ url?sa=t&rct=j&q=changes%20 in%20society&source=web&c d=1&sqi=2&ved=0CDEQFjAA& url=http%3A%2F%2Fwww.adi. org%2Fjournal%2Fss95%2FC hanges%2520In%2520Socie ty.pdf&ei=M3dsT5_7JYq-0QXF tsHcBg&usg=AFQjCNHJiObu F2e5e5rAHbCpRPwUygG3yA Changes in society text.
2- Core	*Democracy and Discrimination* How is democracy linked to modern society? Examine the importance of liberty and progress as the chief aim of a modern society. Is it possible to eliminate all inequalities in society?	To understand the meaning of democracy in our society. To define the main inequalities in our western society.	Class role play: two groups will discuss the advantages or disadvantages of living in a particular society. Define the main characteristics of current western cultures.	http://www.un.org/Overview/ rights.html Declaration of human rights http://www.un.org/Pubs/Cyber SchoolBus/index.html see: • http://www.un.org/Pubs/ CyberSchoolBus/discrim/ race.asp or • http://www.un.org/Pubs/ CyberSchoolBus/discrim/ ethnicity1.asp (United Nations web site for education)

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
2-Core	*The United Nations* Why was the United Nations created? How does the United Nations work?	To understand the role of the United Nations and other international organisations in promoting world peace and democracy.	Lesson plan: "The United Nations and Reform." Part one: overview of history, structure, and accomplishments of the United Nations. Part two: students review a detailed examination of the structural and operational problems the United Nations has experienced throughout 60 years.	http://www.pbs.org/newshour/extra/teachers/lessonplans/socialstudies/united_nations.html (complete lesson plans from PBS) http://www.un.org/
2-Core	What is the European society like? What are the main characteristics of European society? Does every European have the same opportunities?	Compare political maps of Europe from 1945 to 1990. Explain the elements that caused the evolution towards a unified Europe and its positive influence on society. Write a report on one of the new members of the European Union, emphasising their weaknesses and strengths.	Understand and explain Europe's evolution. Define key vocabulary such as: Iron Curtain, communism, social services, welfare state… Locate on maps the developed and underdeveloped areas in Europe. Explain the European policy of compensating the areas with fewer resources.	http://europa.eu.int/abc/maps/index_en.htm http://europa.eu.int/comm/publications/booklets/eu_glance/22/index_en.htm http://www.scalloway.org.uk/intr6.htm simple and well presented http://www.geographypages.co.uk/eu.htm some country profiles EU
1-Core	*Political organisation in Spain* How is Spanish Government Organised?	To identify the political institutions in Spain.	Review the political map of Spain. Make a poster illustrating Spanish government at both the central and autonomous levels	http://www.webershandwick.be/presidency/jan-jun2010/the-presidency/political-system http://www.electionresources.org/es/index_en.html

Unit Three: Settlement

Key geographical questions in this unit:
Why did people begin to build settlements?
What factors were important when deciding the site for a settlement?

Why did some settlements continue to grow?
What different patterns of settlement are there?
What is a settlement function?
Why do settlement functions change?
How do cities develop?
What problems are caused by the growth of cities?
Why are cities growing rapidly in poorer countries?
What are the problems of this rapid growth and their possible solutions?
What is "land use"?
What land uses are found in towns and cities?
How does land use vary between richer and poorer countries?
What is a settlement hierarchy?
What is a service?
How do services in settlements vary?
What are directions and scale?
What are 4 and 6 digit grid references?

Language for learning

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

TOPIC	KEYWORDS
Site and situation	settlement, site, situation, site factors, crossing point, dry land
Patterns and functions	dispersed, function, linear, nucleated, settlement pattern, residential, administrative, industrial, commercial, service, tourism
Changing cities and urban population	Central Business District (CBD), development, inner city, built-up area, mega-city, shanty-town, rural, urban, mega-city Lesson plan for increase of mega-cities.
Urban land use models	land use, model, transition zone
Settlement hierarchies	settlement hierarchy, range, threshold, service
Using a map in a city	direction, scale, compass, compass rose, legend
4 and 6 digit grid references	digit, grid, grid reference

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1C	*Site and situation* Why did people begin to build settlements? What factors were important when deciding the site for a settlement? Why did some settlements continue to grow?	To describe the location of a settlement and give reasons why it is there. To understand the relationship between the natural advantages of sites and why settlements grow.	• Site and situation activity worksheet. • Scalloway geography downloadable settlement booklet (for reference in this unit).	http://www.brenthecht.com/teaching/geog105/Geog105Assignment3Writeup.pdf http://www.scalloway.org.uk/adobe/1sett.pdf Scalloway Geography population unit: http://www.scalloway.org.uk/sett.htm

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-Core	*Settlement patterns and functions* What different patterns of settlement are there? What is a settlement function? Why do settlement functions change?	To identify and explain the shape that a settlement makes on the ground. To understand settlement building and usage. To describe the transformation of some settlement functions.	• Settlement patterns explanation and worksheet. • Settlement function worksheets 1 to 5.	http://www.geointeractive.co.uk/contribution/wordfiles/settlement%20patterns.doc http://www.geointeractive.co.uk/contribution/wordfiles/Settlement%20function%201.doc http://www.geointeractive.co.uk/contribution/wordfiles/Settlement%20function%202.doc http://www.geointeractive.co.uk/contribution/wordfiles/Settlement%20function%203.doc http://www.geointeractive.co.uk/contribution/wordfiles/Settlement%20function%204.doc http://www.geointeractive.co.uk/contribution/wordfiles/Settlement%20function%205.doc
1-Core	*Changing cities and urban challenges* How do cities develop? What problems are caused by the growth of cities? Why are cities growing rapidly in poorer countries? What are the problems of this rapid growth and their possible solutions?	To account for the changes that are happening in cities.	• Lesson plan for increase of megacities. • Worksheet: increase of megacities. • Mega-cities worksheet and map exercise: MEDC/LEDC.	http://www.seos-project.eu/modules/landuse/landuse-c02-ws01-t.html http://www.seos-project.eu/modules/landuse/landuse-c02-ws01-t.html http://www.geointeractive.co.uk/contribution/wordfiles/World%27s%20largest%20cities.doc
2C	*Urban land use models* What is "land use"? What land uses are found in towns and cities? How does land use vary between richer and poorer countries?	Name urban land models and understand how they are put together.	• What is an urban land use model worksheet? (3 levels). • Urban land use model PowerPoint and worksheet. • Land use revision sheet.	http://www.tes.co.uk/teaching-resource/What-Is-An-Urban-Land-Use-Model-6172663/ http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6014485 http://www.geointeractive.co.uk/contribution/wordfiles/Urban%20Land%20Use%20Revision.doc

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
2 Core	*Settlement hierarchies* What is a settlement hierarchy? What is a service? How do services in settlements vary?	Understand settlement hierarchies. To understand that services increase in number and size as settlements grow.	• Settlement Hierarchies PowerPoint (needs to be adapted for use). • Build a hierarchy flash exercise.	http://www.geointeractive.co.uk/contribution/ppfiles/Settlement%20Hierarchy.ppt http://www.geointeractive.co.uk/contribution/otherfiles/Settlement%20Hierarchies.swf
1-2 Core	What are directions of scale?	To be able to calculate distance using a scale. To understand direction using a compass and applying that to map reading.	Complete worksheets and calculate distance and scale on a map. Using a map of an urban area, indicate directions to get from one point.	http://mapzone.ordnancesurvey.co.uk/mapzone/competitions.html (Map zone-Word.doc) compass and direction sheet: (Word.doc) http://mapzone.ordnancesurvey.co.uk/PagesHomeworkHelp/docs/mapabilitycompassesanddirections.doc compass bearings explanation: (Word.doc) http://mapzone.ordnancesurvey.co.uk/PagesHomeworkHelp/docs/mapabilitycompassbearings.doc understanding scale: (Word.doc) http://mapzone.ordnancesurvey.co.uk/PagesHomeworkHelp/docs/mapabilityunderstandingscale.doc www.googlemaps.com
1C	What are 4 and 6 digit grid references?	To be able to use 4 and 6 digit grid referencing.	Complete activities in the recommended sources section. Do interactive assessment.	Grid references game PowerPoint: (download and adapt with the names of your students) http://www.geointeractive.co.uk/contribution/ppfiles/grid%20refs%20game.ppt Six figure grid references explanation. http://www.geointeractive.co.uk/contribution/wordfiles/Six%20Fig%20Grid%20Ref%20-%20explanation.doc Six figure grid reference game PowerPoint http://www.geointeractive.co.uk/contribution/ppfiles/grid%20ref%206%20game.ppt Six figure grid reference test http://www.geointeractive.co.uk/contribution/otherfiles/Six%20fig%20grid%20ref%20practice.xls

6.3. Bands of Attainment

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The Integrated Curriculum Programme of study sets out what most pupils should be taught. However, teachers should teach knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later stages so that individual pupils can make progress and show what they can achieve.

- Band 1: 30% pupils will not have made so much progress and will have reached or may be struggling at this level.
- Band 2: 60% pupils will have reached this level.
- Band 3: 10% pupils will have progressed further and will have reached at least this level.

Band 1

Pupils show their knowledge, skills and understanding in studies of a range of places and environments both locally and globally. They begin to recognise and describe geographical patterns. They recognise and begin to describe physical and human processes. They begin to understand how these can change the features of places, and how these changes affect the lives of people living there. They understand that people can both improve and damage the environment. They begin to show a basic understanding of both social and political organisation. They employ skills and use sources of evidence to respond to some geographical questions. They are able to offer reasons for some of their observations and give their own opinion. They have an adequate range of vocabulary which they can use to communicate findings and opinions.

Band 2

Pupils show their knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world. They begin to recognise and describe geographical patterns and to appreciate the importance of wider geographical location in understanding places. They recognise and describe physical and human processes. They begin to understand how these can change the features of places, and how these changes affect the lives of people living there. They understand how people can both improve and damage the environment. They explain their own views and are able to recognise the views that other people hold about environmental change.

They begin to develop a deeper understanding of both social and political organisation. They draw on their knowledge and understanding and are able to use primary and secondary sources of evidence to suggest and respond to a range of geographical questions. Their range of vocabulary is more than adequate to communicate their findings and opinions.

Band 3

Pupils show their knowledge, skills and understanding in studies of a wide range of places and environments at various scales, from local to global, and in different parts of the world. They describe and explain a range of physical and human processes and recognise that these interact to produce the distinctive characteristics of places. They describe ways in which physical and human processes create geographical patterns and lead to changes in places. They appreciate the many relationships that make places dependent on each other. They appreciate that different values and attitudes, including their own, result in different approaches that have different effects on people and places. Drawing on their knowledge and understanding, they suggest relevant geographical questions. They

select a range of skills and sources of evidence from the Programme of study and use them effectively in their investigations. They demonstrate a wide range of vocabulary and are able to use it effectively in order to present explanations and record findings.

6.4. Web sites and bibliography

Teacher Resources
http://www.sln.org.uk/geography/research.htm

Geographical Association
http://www.geography.org.uk/

Juicy Geography Revision site
http://www.juicygeography.co.uk/index.htm

Geointeractive free teacher-made resources for many levels.
http://www.geointeractive.co.uk/contribution/consearchbytopic.htm

Staffordshire Learning Net Geography. Resources and advice for Geography teachers. Have a look at the "Geo-Research" tab.
http://www.sln.org.uk/geography/research.htm

Super teacher Worksheets. Free maps and other activities.
http://www.superteacherworksheets.com/search-results.html?q=&q=geography&cat=&time=0&letter=&offset=0&type=quick

TES Geography Resources. Free geography resources: geography lesson plans, geography worksheets, geography revision, geography teaching ideas and much more.
http://www.tes.co.uk/geography-secondary-teaching-resources/s_cid/GEOG_News_RES

Pulitzer Center
http://pulitzercenter.org/education

Population Reference Bureau lesson plans
http://www.prb.org/Educators/LessonPlans.aspx

Internet Geography
http://www.geography.learnontheinternet.co.uk/index.html

Geography Resources
http://www.ngfl-cymru.org.uk/vtc-home/vtc-ks3-home/vtc-ks3-geography(2)

Geography in the News
http://www.ngfl-cymru.org.uk/geography-in-the-news-ks3

The Geography Site
http://www.geography-site.co.uk/

Human Society
http://www.project2061.org/publications/sfaa/online/chap7.htm#13

Share Geography
http://sharegeography.co.uk/tag/ccea/

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The Geography Geek
http://www.geographygeek.co.uk/index.html

BBC Bite size Geography
http://www.bbc.co.uk/schools/gcsebitesize/geography/

S-Cool Geography Revision Site
http://www.s-cool.co.uk/gcse/geography

Geography Games!
http://cgz.e2bn.net/e2bn/leas/c99/schools/cgz/accounts/staff/rchambers/GeoBytes/GeoGames/
geogames.htm

Geography All the Way (subscription site with some free resources)
http://www.geographyalltheway.com/

Web sites – Cartography and Map Projections

National Geographic: Round Earth, Flat Maps. This is an interactive web site that provides a brief look at projections
>   http://www.nationalgeographic.com/2000/projections/

The Geographer's Craft (A comprehensive web site from the Geography Department at the University of Colorado at Boulder – all you ever wanted to know about projections).
>   http://www.colorado.edu/geography/gcraft/contents.html

50   US Geological Survey (USGS) Educational Resources for Secondary Grades (A great portal for mapping lessons, teacher information packets, map/projection posters, and more).
>   http://education.usgs.gov/common/secondary.htm

Books:

www.heinemann.co.uk
Geography Matters Foundation Books 1 & 2
>   John Hopkin   ISBN 0 435 33506 6
>   Excellent as resource books. Key stage 3 Geography course. They come with a fully photocopiable Teacher's resource Pack and contain practical guidance on assessment, worksheets and reference materials.

Geography Matters Higher Books 1 & 2
>   John Hopkins   ISBN 0 435 355074
>   Excellent as resource books. Key stage 3 Geography course. They come with a fully photocopiable Teacher's resource Pack and contain practical guidance on assessment, worksheets and reference materials.
>   www.heinemann.co.uk

Geography 360º Foundation Book 1
>   Ann Bowen & John Pallister   ISBN 0435 35640 2
>   Excellent and useful. It provides abundant material with starters, plenaries and thinking skills activities. It also has a great amount of activities for individual work at home or in class.

Geography 360º Core Book 1

Ann Bowen & John Pallister   ISBN   0435 35643 7

Geography 360° Teacher's Handbook 1

    Ann Bowen & John Pallister   ISBN   0435 35646 1

    Very useful with photocopiable worksheets to support activities and photocopiable checklists for assessment and target-setting.

www.nelsonthornes.com

Living Geography Book 1 & 2

    Woodfield, Judith, Sander, John, Dobson, James   ISBN   0174343248

    The titles in this series are designed to increase levels of achievement in Key Stage 3 Geography. The material is specifically tailored to the requirements of the 2000 National Curriculum, and aims to develop skills and knowledge across the full range of ability levels.

www.nelsonthornes.com

Key Geography New Foundations

    David Waugh & Tony Bushell   ISBN   0748760415

    This text covers the 2001 National Curriculum and QCA Scheme of Work syllabuses, and is suitable for differing abilities. It aims to introduce an enquiry based approach to geography, and includes an enquiry section at the end, and a "key question" and "summary answer" on each double spread.

Key Geography Skills

    Tony Bushell   ISBN   0748770917

    An accessible textbook in the "Key Geography" series designed to help students to develop the geographical skills and techniques required for Key Stage 3.

www.oup.co.uk

Foundation Geography 1

    David Rose   ISBN   0 19 91339

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The History Curriculum

1. History General Introduction

The History curriculum for the Integrated MEC/British Council Curriculum is based on the Spanish Programme of study and the British National Curriculum. (www.qca.org.uk/curriculum). The curriculum aims are:

Learning and undertaking activities in history contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve goals
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

The importance of History

History fires pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past.

Pupils find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies. They investigate Britain's relationships with the wider world, and relate past events to the present day.

As they develop their understanding of the nature of historical study, pupils ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and learn to substantiate any arguments and judgments they make. They appreciate why they are learning, what they are learning and can debate its significance.

History prepares pupils for the future, equipping them with knowledge and skills that are prized in adult life, enhancing employability and developing an ability to take part in a democratic society. It encourages mutual understanding of the historic origins of our ethnic and cultural diversity, and helps pupils become confident and questioning individuals.

2. Key Concepts

There are a number of key concepts that underpin the study of Geography. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.	
Chronological understanding	Understanding and using dates appropriately, vocabulary and conventions that describe historical periods and the passing of time.
	Developing a sense of period through describing and analysing the relationships between the characteristic features of periods and societies.
	Building a chronological framework of periods and using this to place new knowledge in its historical context.
Cultural, ethnic and religious diversity	Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world.
Change and continuity	Identifying and explaining change and continuity within and across periods of history.
Cause and consequence	Analysing and explaining the reasons for, and results of, historical events, situations and changes.
Significance	Considering the significance of events, people and developments in their historical context and in the present day.
Interpretation	Understanding how historians and others form interpretations.
	Understanding why historians and others have interpreted events, people and situations in different ways through a range of media.
	Evaluating a range of interpretations of the past to assess their validity.

3. Key Processes

These are the essential skills and processes in history that pupils need to learn to make progress. *Pupils should be able to:*	
Historical Enquiry	• identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses • reflect critically on historical questions or issues.

These are the essential skills and processes in history that pupils need to learn to make progress. *Pupils should be able to:*	
Using evidence	• identify, select and use a range of historical sources, including textual, visual and oral sources, artefacts and the historic environment • evaluate the sources used in order to reach reasoned conclusions.
Communicating about the past	• present and organise accounts and explanations about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary • communicate their knowledge and understanding of history in a variety of ways, using chronological conventions and historical vocabulary.

4. Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes. The study of History should include:
• The study of History should be taught through a combination of overview, thematic and depth studies. • In order to give pupils a secure chronological framework, the choice of content should ensure that all pupils can identify and understand the major events, changes and developments in Spanish, European and World History covering at least the medieval and modern periods. • Appropriate links should be made to some of the parallel events, changes and developments in Spanish, European and World History.

5. History Curriculum ESO 1

The History Curriculum is divided into six main sections as follows:

Introduction: What is History?
- Topic One: A Journey through Prehistory.
- Topic Two: Ancient Civilisations: Mesopotamia and Egypt.
- Topic Three: Ancient Greece.
- Topic Four: Roman Civilisation.
- Topic Five: Roman Hispania and Roman Britain.

Methodology

- A major aim of the Integrated Curriculum is to develop an imaginative approach to teaching History. Not only do our pupils need to learn historical facts but also show their understanding by making connections between events and changes in the different periods and areas studied.

• Pupils need to be encouraged to evaluate and use sources of information to analyse the past and explain how it can be represented and interpreted in different ways.

Knowledge, skills and understanding

Throughout the year pupils should develop the following skills:

Chronological understanding

Pupils should be taught to recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.

Knowledge and understanding of events, people and changes in the past

Pupils will:
• Describe and analyse the relationships between the characteristic features of the periods and societies studied including the experiences and range of ideas, beliefs and attitudes of people in the past.
• Describe the social, cultural and religious and ethnic diversity of the societies studied.
• Analyse and explain the reasons for, and the results of, the historical events, situations and changes in the periods studied.
• Consider the significance of the main events, people and changes studied.

Historical interpretation

Pupils should be taught:
• How and why historical events, people, situations and changes have been interpreted in different ways.
• To evaluate different interpretations.

Historical enquiry

Pupils should be taught:
• To identify, select and use a range of appropriate sources of information: oral accounts, documents, printed sources, media, artefacts, photographs, pictures, music, museums, buildings and sites, and ITC based sources as a basis for independent historical enquiries.
• To evaluate the sources used select and record information relevant to the enquiry and reach conclusions.

Organisation and communication

Pupils should be taught:
• To recall, prioritise and select historical information.
• To select and use, with increasing accuracy, chronological conventions and historical vocabulary appropriate to the periods studied to organise historical information.
• To communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structure narratives, substantiated explanations and the use of ITC.

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly; words relating to every topic (see specific details in lessons plans).
• Speaking and listening – through the activities pupils could:
    — identify the main points of a task, text…
    — listen for a specific purpose, note the main points and consider their relevance.
    — discuss and respond to initial ideas and information, carry out tasks and refine ideas.
• Reading – through these activities pupils could:
    — follow the sequence of actions, processes or ideas being described.

    — undertake independent research using knowledge of how texts, databases, etc. are organised and on appropriate reading strategies.
- Writing – through these activities pupils could:
  - group sentences into paragraphs and well developed.
  - introduce, develop and conclude pieces of writing appropriately.
  - use capital letters, full stops, question marks, exclamation marks, brackets and dashes correctly.

Schemes of Work

Each section has been designed as a scheme of work including the following aspects:

    H: The suggested timing of the lesson, usually one or two hours.

    In the same column there is also information as to the importance of the lesson:

- *Core:* it means it is an essential part of this Integrated Curriculum
- *Extension:* it means if you have time you might like to do it, but it is included to provide more practice in or give more depth to a topic.

    Lesson content: This is not a lesson plan, but there are suggestions for presenting the topics in each lesson.

    Suggested Activities: These are suggestions for pupils' activities that may arise in each lesson.

    Learning objectives: An outline of the learning expectations for pupils from that lesson.

    Resources: Suggestions for useful resources which are needed or would be useful for that lesson.

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5.1. Introduction: What is History?

The main aims of this unit are to:

- Familiarise the pupils with what they are going to study. It will be the first time that many of them have studied History as a separate subject. It is important before they start the history section of the course to let them get a general vision of the topic areas that they are going to study. The pupils should know that they will be able to enjoy History and at the same time learn the required knowledge and skills. This introductory unit is planned to motivate the children with some simple activities to develop their historical skills to get the pupils to think at a higher level and to provide opportunities for further exploration and application of their knowledge.
- Through this unit teachers can find out about pupils' prior learning at primary school. The work here enables pupils to share new knowledge and understanding with peers who may have studied different aspects of the primary/key stage 2 programme of study. There is also an opportunity for pupils to consider the significance of individuals in history.

    This unit is expected to take about 3 –5 hours. There is a variety of sample activities; it is not intended that all these activities should be done.

Key questions for this topic

    What are we going to find out about in history in ESO1?
    Who is the most important person I know about in history?
    What's history got to do with me?

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly:
- **subject-specific vocabulary**, e.g. *chronology, centuries, eras, empire, period, BCE, CE, BC, AD, sources, interpretations, site, relevance, usefulness*

What is History?

There are many different words that we use to describe the past. It is important that we understand these words if we are to become good historians.

For each word use a pencil to link the head with the tail

HEADS	TAILS
Century	anno Domini. These Latin words mean after Christ
B.C.	One thousand years
Decade	Separate division of time
A.D	Before Christ
Periods	One hundread years
Millenium	Every ten years

Now in your notebooks write a sentence for each word.
For example: *a century means...*

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Finding out which year is in which century can be a tricky business.
The easiest way to decide is to cover the last two numbers up and add one to the first two. For example: 1459 is in the Fifteenth Century

In your books answer the following: The year 1584 is in the _____ Century

Do the same for the years 1275, 2001, 1899 and 654

What is History - Word search

H	A	P	P	E	N	C	W	V	C	S	M	Q
B	I	Y	I	J	Y	R	O	T	S	I	H	W
Y	M	S	Y	K	O	V	Q	D	T	D	N	D
E	N	E	T	I	M	E	L	I	N	E	B	A
A	B	F	U	O	L	W	C	E	G	F	V	T
R	X	Y	N	R	R	E	M	Y	O	R	C	E
T	Z	T	W	E	K	I	N	P	L	A	C	E
Y	H	H	Q	T	U	Y	A	H	L	U	V	Y
U	Y	X	E	Y	J	S	G	N	K	E	G	U
I	T	C	L	K	T	U	O	J	N	I	F	H
O	R	V	P	M	H	I	B	T	Y	O	E	N
C	H	R	O	N	O	L	O	G	Y	P	W	B
Q	E	U	E	V	D	O	E	O	H	O	S	F
W	D	I	P	C	S	P	W	P	B	M	A	W

HISTORIAN
PAST
TIMELINE
HAPPEN
EVENT
YEAR
DATE
MONTH
AGO
CHRONOLOGY
PEOPLE
PLACE
HISTORY

The Time Line

Chronology means studying when things happened. When historians put events into chronological order they put them in the order in which they happened.
One of the easiest ways of putting things in chronological order is by using a timeline.
A timeline can show events in a day, a year or whole centuries.

Now we are going to look at the ideas of chronology. This is the idea of ordering events in what we call a 'chronological order'. Now we are going to put a set of dates in order. Have a go at getting the dates below in the right order on a sheet of paper.

|			
1972AD	673BC	237AD	1354AD
1AD	1367BC	1BC	1728AD

Did you have any difficulties? If so read the help box below

> **The rules of chronology are that BC comes before AD, and that BC dates count down to 1BC whilst AD dates count up from 1AD.
> There is no year 0.**

The diagram below is a century timeline that starts in 1900 and finishes in 2000 – this was the twentieth century. It is divided into decades. A decade is ten years.

Twentieth Century Timeline

Queen Victoria dies 1901
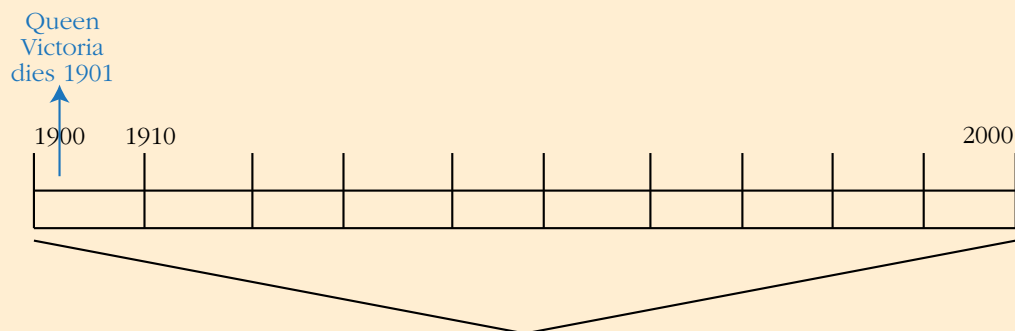
1900   1910   2000

Take a new page in your notebook and turn it on its side.
Using a ruler and pencil, copy this timeline into your book and label the eight blank decades, i.e. 1900, 1910, 1920... to 2000.
Look at this list of events in the twentieth century and then write them on your timeline in the correct decade – the first one has been completed for you.

Queen Victoria dies – 1901	Spain wins the European Cup - 1964
Olympic Games held in Barcelona - 1992	The Berlin Wall comes down - 1989
World War Two ends - 1945	World War One starts - 1914

NOT A STUPID DEAD PERSON!

Read the following questions in the box. Was this person a stupid dead person?

Who invented the telephone?   **Alexander Graham Bell did.**

Why was he important? He developed reliable communications between people all over the world. There is no delay and it is possible to talk instantly to someone who is down the street or even in another country. Just try to imagine life without the telephone! Now you know why Alexander Graham Bell is so important."

Individual questions

Can you think of a person who was certainly not a stupid dead person? _____

_____

Can you give a reason why this person was so important? _____

_____

Group and class discussion work

Have a discussion with your group about their choices. Answer questions like these.
Who did they choose?
What did that person do?
When did he or she live?
Why was he or she so important?
Can you think of any other questions to ask the members of your group?

_____

_____

Choose the most important historical person in the group and afterwards in the class.

    Group _____

    Class _____

Give your opinion about the following statement

People in the past have come up with some amazing ideas and actions that have very strongly influenced our lives today.

NOT A STUPID DEAD PERSON!!

Choose one of the people on the list below, find out about their life and then write 50 words about them using the headings given.

Headings

Use these headings to help you research and organise your writing.

⇨ When were they alive?
⇨ Where did they come from?
⇨ What did they do?
⇨ What was their job?
⇨ What problems did they face?
⇨ What effects did their life have?
⇨ What did people say about them?

Florence Nightingale
Albert Einstein
Martin Luther King
Christopher Columbus
Madame Curie
Miguel de Cervantes
Christopher Columbus
Sir Francis Drake
Mahatma Ghandi
Teresa de Calcutta

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Write about 50 words about your person in this box using the headings as a guide.

_____

_____

_____

_____

_____

_____

_____

_____
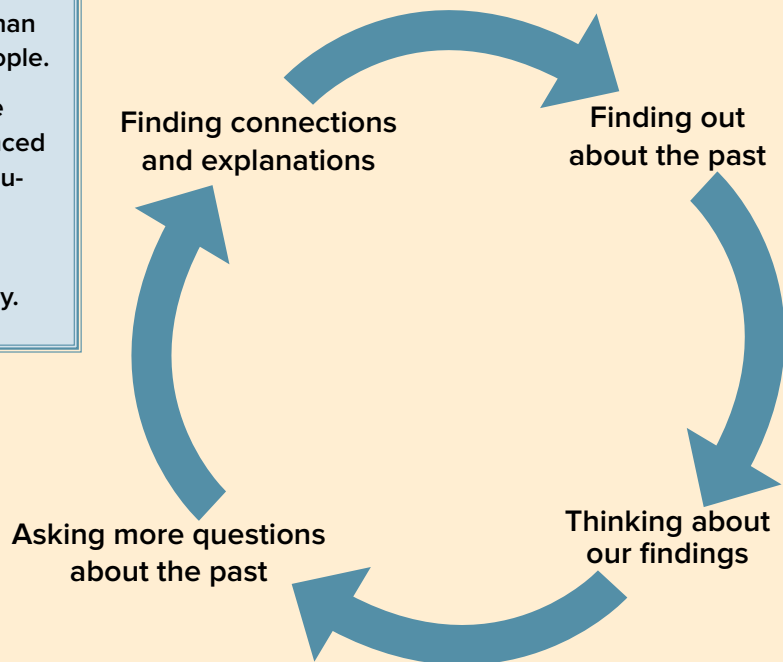
Welcome to History

History is so much more than just the past and dead people.

History is life itself and the way people have experienced triumph and failure for thousands of years.

This is what we are doing when we talk about History.

Finding connections and explanations

Finding out about the past

Asking more questions about the past

Thinking about our findings

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Topics for this year
- ✓ A Journey Through Prehistory
- ✓ First Civilisation: Mesopotamia and Egypt
- ✓ Ancient Greece
- ✓ Roman Civilisation
- ✓ Roman Hispania and Roman Britain

Historical Sources

Now we are going to look at Historical sources. Have you ever wondered about any of the following questions?

- How do we increase our knowledge of the past?
- How do we know what the Egyptians ate?
- Who invented the wheel?

Working with Sources

When we work with sources we must remember that there are two types of sources.

- Primary Source: Something that originates from the past.
- Secondary Source: Something that has been made recently about the past.

When looking at sources there are 6 key questions to ask:

Who?	e.g.	Is in the picture, made it, used it Whose opinion does it show?
Where?	e.g.	Is it, was it – place, room, site
What?	e.g.	Is it, are they doing, was it used for, does it say
When?	e.g.	Was it made/used, does it show
How?	e.g.	Was it used, painted, written, made
Why?	e.g.	Was it made, painted, written

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Analysing primary sources (texts)

Primary sources are sources that were created in the historical era being studied. They can include written texts, artwork…

To analyse written primary sources, ask yourself the following questions?

1. Do I understand every word, term or expression in the text? If it is not the case, either ask the teacher or look up what you do not understand in a dictionary.
2. What is the item?
3. Who created it?
4. When was it created?
5. What does it reveal about the topic I am studying? This year you will have to answer simple questions about the texts.

Hammurabi's Code (1750 B.C.)

"Law 3: If someone falsely accuses someone else of certain crimes, then he shall be put to death.

Law 5. If a judge makes an error through his own fault when trying a case, he must pay a fine, be removed from the judge's bench and never judge another case.

Law 22. If someone is caught in the act of robbery, then he shall be put to death.

Law 122. If someone gives something to someone else for safe-keeping, the transaction should be witnessed and a contract made between the two parties.

Law 195. If a son strikes his father, the son's hands shall be cut off.

Law 202. If someone strikes a man of higher rank, the he shall be whipped sixty times in public.

Law 233. If a contractor builds a house for someone and the walls start to fall, then the builder must use his own money and labour to make the walls secure".

Questions based on the document:
In pairs, discuss these laws and decide which ones you consider fair and which ones unfair. Justify your opinion.

Hymn to the Nile
"You create the grain, you bring forth the barley, assuring perpetuity (survival) to the temples. If you cease your toil and your work, then all that exists is in anguish".

Author unknown, *"Hymn to the Nile"*

Questions based on the document:
How does this hymn show that the ancient Egyptians thought of the Nile as a god?

Women's duties in Ancient Greece

"Thus your duty will be to remain indoors and send out those servants whose work is outside, and superintend those who are to work indoors… and take care that the sum laid by for a year be not spent in a month. And when wool is brought to you, you must see that cloaks are made for those that want them. You must see too that the dry corn is in good condition for making food".

Xenophon, *Memorabilia and Oeconomicus*

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Questions based on the document:
Over what areas of life did an Athenian woman have authority?
Search information on the internet and write a short biography of Xenophon.

Pericles' Funeral Oration

"Our constitution is called a democracy because power is in the hands not of a minority but of the whole people. When it is a question of settling private disputes, everyone is equal before the law; when it is a question of putting one person before another in positions of public responsibility, what counts is not membership of a particular class, but the actual ability which the man possesses. No one is kept (out of the government) because of poverty. And just as our political life is free and open, so is our day-to-day life in our relations with each other".

Thucydides, *History of the Peloponnesian War*

Questions based on the document:
What did Pericles mean when he said "everyone is equal before the law"?
Were relations between all the inhabitants of Athens "free and open"? Why?
Search information on the internet and write a short biography of Pericles.

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People fleeing into Athens seeking relief from the plague (430 B.C.)

"There were no houses for them, and, living as they did during the hot season in badly ventilated huts, they died like flies… For the catastrophe was so overwhelming that men, not knowing what would happen next to them, became indifferent to every rule of religion or law. All the funeral ceremonies which used to be observed were now disorganised, and they buried the dead as best they could".

Thucydides, *History of the Peloponnesian War*

Questions based on the document:
What difficulties did people just arrived in Athens have to face during the plague?
What does Tucydides mean when he says that men "became indifferent to every rule of religion or law"?
Search information on the internet and write a short biography of Tucyidides.

A Roman Triumph

"Thus arrayed (decoratively dressed), they entered the city, having at the head of the procession the spoils and trophies and figures representing the captured forts, cities, mountains, rivers, lakes, and seas – everything, in fact, that they had taken… (When)… the victorious general arrived at the Roman Forum… he rode up to the Capitol. There he performed certain rites and made offerings".

Zonoras, *"A Roman Triumph"*

Questions based on the document:
Why do you think the military leaders and their troops were dressed decoratively before the triumph?

Attack on Rome

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"Who would believe that Rome, victor over all the world, would fall, that she would be to her people both the womb and the tomb… Where we cannot help we mourn and mingle with theirs our tears… There is not an hour, not even a moment, when we are not occupied with crowds of refugees, when the peace of the monastery is not invaded by a horde of guests so that we shall either have to shut the gates or neglect the Scriptures for which the gates were open".

Saint Jerome, *"News of the Attacks"*

Questions based on the document:
Why did so many refugees search shelter in the monasteries?

5.2. Topics

Unit One: A Journey through Prehistory

Key Historical questions on the unit
What were human beings' first steps like?
Who were the first Europeans?
Is the Neolithic Age the first human revolution?
Where did the Neolithic Age first take place?
How did the Iron Age people progress?
What are the main stages of human development in Prehistory?

Language for learning

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

History language for learning:

CONCEPT	KEYWORDS
Chronology	Palaeolithic, Neolithic, Stone Age, Metal Age, Iron age...
Society and Everyday Life. Religion	Neolithic revolution, archaeological, ancestors, nomadic, gatherers, sedentary, tribe, outdoors, wood huts, traders, priests, warriors ...
Humanisation process	Humanisation, Australopithecus, Homo Habilis, Homo Erectus, Homo Antecessor, Homo Sapiens, Homo Neanderthal, hominoid...
Economy	Polished stone, hoe, sickle, implements, crafts, pottery, textile, cattle raising, wheel, sail, plough, farming, hunting, fishing, gathering, domesticate, cultivate, agriculture, wheat, rice, corn, animal pen, storehouse, forge, ...
Culture and Arts	Menhir, dolmen, cromlech, cave art, realistic, motif, memoir, rite, priest, burial, supernatural forces...

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 Core	**What were human beings' first steps like?** Choose whatever information contributes to give the pupils a general idea of the Hominoid process: the latest discoveries in the Iberian Peninsula (Atapuerca...). Describe in general terms the Palaeolithic Period : Lower, Middle and Upper: Introduce Homo Sapiens. Describe hominoids and their evolution towards man. Describe their environment and their lifestyle: camps, weapons and tools, nutrition, artistic progress and social organisation.	To visualise and interpret a chronological timeline which summarises human evolution till the present day. To locate the different types of hominoids, tools used by them and the different periods of their existence.	• Starter: Write some events in human history which includes invention of writing. Students must put them in chronological order. • Locate on a map the areas where the first human beings appeared. • Fill in a blank map and complete a table with the main stages of prehistory and write some of the characteristics of each stage. • Fill in speech bubbles with the main features each of the main hominoids. • Observe cave art activities and interpret in their own words what they see: lifestyle and themes. • Draw a family tree which includes the main hominoids and Homo Sapiens	Resources for History teachers http://resourcesforhistoryteachers.wikispaces.com Atapuerca cave www.atapuerca.com Although in Spanish, recommended video on the archaeological works in "Atapuerca". Lascaux cave http://www.culture.gouv.fr/culture/arcnat/lascaux/en/index.html Click on Learn and find information identification of figures, perspectives, themes, dating methods... Some on line texts to check pupils' knowledge. Origins of mankind http://www.pbs.org/wgbh/evolution/humans/humankind/index.html Interactive timeline on which students can watch the hominids evolution. Did humans evolve? http://www.pbs.org/wgbh/evolution/library/11/2/real/e_s_5.html Interesting video explaining the evolution of hominids
1-2 Core	**Who were the first Europeans? Palaeolithic/Stone Age** Describe the main characteristics of Stone Age culture: hunters, gatherers, how they used stone, how they discovered fire and their first artistic steps. Explain how Stone Age man developed to a more sophisticated society: language, tribal organisation, better hunting techniques and their artistic expression.	To identify the changes that fruit picking and hunting supposed for our ancestors. To observe and explain in which ways primitive tools are similar to present day ones and in which ways they are different. To describe the main characteristics of the Stone Age.	Interpret photos of how they used stone and techniques of making fire, and then write down the process observed in the pictures. Pair work: Interrelate the main characteristics to explain why the Palaeolithic developed into a more complex society. Fun activity: Students divided into groups have to prepare a menu which includes what Palaeolithic men ate. Imagine the life of a member of a Stone Age Tribe, write a short description of life in that village.	Neanderthal Man http://www.youtube.com/watch?v=rfBmFx-g13Q A video explaining the hominid evolution and the differences between Homo Neanderthal and Homo Sapiens Free Presentations in Power Point format Early Man, Early Humans http://earlyhumans.mrdonn.org/powerpoints.html http://ancienthistory.pppst.com/earlyman.html A series of Ppt presentations adequate for teachers and students. Printed sources, Internet, artefacts, web sites... Non-fiction texts where grammatical aspects can be revised: past tenses, passives: e.g..: They were nomadic. Fire was discovered about a half a million years ago. (LL)

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 Core	**Is the Neolithic Age the first human revolution? Where did it first take place?** Explain the basic steps that caused this revolution: the discovery of agriculture and the domestication of animals. Describe the human effect of these changes: specialisation of work, growth of villages and discovery of textile fabrication and pottery. Use artistic resources to analyse the enrichment of their culture: funeral rites, paintings, clothing, buildings…	To identify and express in their own words the most significant changes in this culture. To explain what we have in common with this primitive society. To compare everyday life to Neolithic life.	Interpret a picture of a Neolithic village. Observe photographs of their tools, fabrics and pottery. Complete a conceptual map of the main characteristics of this revolution. Imagine the life of a Neolithic village member; write a short description of life in that village comparing it with the daily life of a Stone Age tribe. Role play on the main changes brought about by the Neolithic Revolution. Students should represent and explain how their lives changed when becoming farmers and cattle raisers after being hunters and gatherers.	The Neolithic Revolution (I and II) http://www.youtube.com/watch?v=LdbnW-9c27U http://www.youtube.com/watch?v=ILb0Kw9FXaw Clear and comprehensible video on Neolithic revolution and its economic and social consequences. Suitable for higher ability pupils. Brutal lives of Stone Age Britons http://news.bbc.co.uk/2/hi/science/nature/4757861.stm Violence in New Stone Age or Neolithic. An article to analyse the darkest side of our ancestors' life Suitable texts, photographs, drawings, timeline, maps, Internet sites, diagrams. Language review of the comparatives and superlatives: e.g.: their life span was much shorter, they went to bed earlier because they didn't have light, the family groups were bigger. (LL) Language reinforcement of past tense forms, both regular and irregular. (LL)
1-2 Core	**How did Iron Age people progress?** Explain the importance and significance of the use of metals for this society: iron, copper and bronze. Explain the most important inventions that implied a complete change in this period of time: the wheel, the sail and the plough. Observe the new changes in social organisation: the formation of cities and the use of adobe and stone in construction. Describe development of the megalithic monuments: Stonehenge, New Grange, Dolmens.	To visualise each stage on the timeline and be able to fill in blank spaces in a timeline. To create their own timeline in the classroom. To investigate and discover the Megalithic monuments which exist in your region.	Sequence the different periods in a historical timeline. Locate the Neolithic Age in a timeline. Write a short essay on the importance of the invention of the wheel, the plough and the sail. Elaborate a textbook page or web site page showing the social changes in one of the earliest cities in history.	Archaeology http://www.bbc.co.uk/history/ancient/archaeology/ Discover more about the techniques used to investigate archaeological sites on land and sea. With analysis of some fascinating digs and the controversies surrounding the findings. Interactive 360° panoramic of Stonehenge http://www.bbc.co.uk/history/interactive/virtual_tours/stonehenge/index_embed.shtml Take a spin from within Stonehenge stone circle. Can you spot the magical bluestones, transported 250km from Wales by our Neolithic ancestors? Best viewed full-screen. Hands on history: the Ancients http://downloads.bbc.co.uk/history/handsonhistory/ancients_timeline.pdf Get into the mind of our ancient ancestors: What can you see? What can you smell? Ancient Britain timeline

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1 Core	**What are the main stages of human development in Prehistory?** Explain from a chronological view the beginning of the Prehistory, its stages and its main characteristics. Analyse the importance of language explaining why language can give a human group the power to change prehistory into history.	To explain the main stages of Prehistory. To understand how language can change and develop human organisation.	Start drawing a chronological tree which will be completed throughout the course. Role Play of certain basic situations with and without verbal communication.	Palaeolithic artefacts http://www.britishmuseum.org/explore/highlights/highlight_objects/pe_prb/h/hoxne_handaxe.aspx Hand-axes, scrapers in the British Museum
1 Ext	Look for information about predecessors to the human species. Find data on different species of early hominoids who existed before our species. Find out where they appeared, what they were like, and how they lived.	To define the characteristics of Homo Sapiens' life.	Write a brief report on one of these species using data you have found. Elaborate a simple web site page showing the differences between Homo Neanderthal and Homo Sapiens.	Multiple choice and true/false quizzes to be taken online http://www.historiasiglo20.org/prehistory/quizzes1/quizmaker.html http://www.historiasiglo20.org/prehistory/quizzes2/quizmaker.html Teachers may choose adequate questions from these documents to create a test on Prehistory http://quizlet.com/6792469/print/ http://quizlet.com/6687292/print/ http://quizlet.com/4653170/print/
1 Ext	Provide information about the two famous archaeological sites and ask the children to use it to answer questions, e.g. *When were the discoveries made? What did the archaeologists find? What conclusions did they reach?*	To ask and answer questions about the archaeological discoveries made in Atapuerca. To ask appropriate and relevant questions about this archaeological site.	How was the Atapuerca civilisation discovered, who by, and when? What was discovered and what type of questions can be answered from these archaeological discoveries?	A possible out-of-school activity. A trip to Atapuerca. www.atapuerca.com http://www.ucm.es/info/paleo/ata/english/main.htm

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Unit Two - First Civilisations: Mesopotamia and Egypt

Key historical questions on the Unit

> How and where did cities appear?
> Why did people start writing?
> How was society organised in Ancient Egypt and Mesopotamia?
> Why did ancient civilisations develop into Empires?
> What do archaeological remains tell us about Ancient Egypt and Mesopotamia?
> Which people lived in the Iberian Peninsula at that time?

Language for learning

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

CONCEPT	KEYWORDS
Chronology	Ancient, modern, BC, AD
Society and Everyday Life. Religion	Beliefs, civilisation, afterlife, peasants, nobleman, aristocracy, slave, hierarchical, privilege...
Politics and Government	King, pharaoh, scribe, civil servant, law
Economy	Farming, science, technology, flood, merchant, craftsman, trader, irrigation canal...
Culture and Arts	Sphinx, god, goddess, tomb, pyramid, mummy, architecture, polytheistic, mastaba, sarcophagus, temple, tomb, ziggurat, cuneiform writing, building work, arch, vault, brick, adobe, relief...
Places and Civilisations	Egypt, Mesopotamia, Phoenicians, Greeks, Celts, Iberians, Euphrates, Tigris, Nile...

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 Core	**How and where did cities appear? Why did people start writing?** On a map, observe where the first cities appeared around the 4th millennium BC. Identify common geographical features and give reasons why cities were first established in those particular environments, e.g. rivers Nile. Tigris and Euphrates. Using previous knowledge about last prehistoric periods, suggest activities developed in early cities. Elicit the growing complexity of life and a first draft of social organisation in Egyptian and Mesopotamian cities. Identify writing as a consequence of ruling growing cities. Discuss the importance of The Rosetta Stone, The Hammurabi Code and scribes.	To locate early Egyptian and Mesopotamian cities in time and place. To identify environmental and physical features and how these affected settlement and lifestyle. To demonstrate an understanding of early cities' organisation. To identify cuneiform writing and hieroglyphics and area of use.	• Situate early cities on a timeline and on a map. • Arrange a sequence of pictures about, e.g. the Nile floods and write captions on how people used these for agriculture. • Complete a conceptual map about the reasons for the location of early cities. • Observe the map on the extension of literacy on "Describe achievements of Mesopotamian civilisation" and compare what happened in other places.	An interactive timeline on the First Civilisations http://www.historiasiglo20.org/ egypt/proyector[timeline].htm Presentation on the First Civilisations http://www.historiasiglo20.org/ geo-history1/firstcivilizations. htm Web site on Egypt of a primary school http://home.freeuk.net/ elloughton13/e.g.ypt.htm Suitable for low ability students. Maps of Ancient Egypt and Mesopotamia http://www.ancient-egypt-online.com/ancient-egypt-maps. html http://www.israel-a-history-of. com/map-of-ancient-mesopotamia.html Activities – Map of Ancient Mesopotamia http://resourcesforhistory teachers.wikispaces.com/7.7 Activities – Map of Ancient Egypt http://resourcesfor historyteachers.wikispaces. com/7.12 Describe the important achievements of Mesopotamian civilisation http://resourcesforhistoryt eachers.wikispaces.com/7.10+ Basic facts on the Rosetta Stone http://www.ancientegypt.co.uk/ writing/rosetta.html

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 Core	**How was society organised in Ancient Egypt and Mesopotamia?** Identify occupations in both civilisations by observing different pieces of Egyptian and Mesopotamian art. Suggest a distribution of population according to occupations in both societies. Represent the distribution of society on a pyramid. Who is at the top of the pyramid in every civilisation: Pharaoh or King? Draw conclusions about both societies organization in a plenary. Compare that organisation with our present day social organization.	To make inferences and deductions from objects. To ask and answer relevant questions about population and its organisation in ancient Egypt and Mesopotamia. To describe ancient societies and compare them with present day society.	Draw a pyramid showing distribution of population in Ancient Egypt and Mesopotamia. Comprehensive reading: pupils check their answers by getting specific information from two texts about both societies. Complete a questionnaire about population in ancient Egypt and Mesopotamia.	Ancient Egypt society (Pyramid Diagram) http://www.historyonthenet.com/Egyptians/society.htm Interactive http://www.globalegyptian museum.org/kids.aspx?lan=E Pieces of Egyptian and Mesopotamian art showing different jobs and activities. http://ancientcivilizationss.com/ancient-egyptian-jobs/ Selection of short texts about societies in Egypt and Mesopotamia. http://www.egyptologyforum.org/EEFtexts.html http://www.sacred-texts.com/egy/index.htm PowerPoint presentation on Mesopotamian Art http://www.historiasiglo20.org/MEC-BC/1est%20level/1%20his/Topic%202-Ancient%20Civilisa tions/MESOPOTAMIANART.ppt
1-2 Core	**Why did ancient civilisations develop into Empires?** Observe maps of Egyptian, Babylonian, Persian and Assyrian empires. Suggest ideas on why and how those civilisations expanded. Illustrate on two time lines different periods in Egyptian, Babylonian, Persian and Assyrian empires. Associate expansion of empires with the power of Pharaohs and kings. Investigate the power of Pharaohs through different sources: texts, archaeological remains, the Internet...	To ask and answer questions about expansion of Egyptian, Babylonian, Persian and Assyrian empires To extract information about Pharaohs and kings from a variety of sources. To identify some characteristics of Pharaohs and kings.	Participation in class dialogues, offering relevant questions and answers. Develop an investigation using appropriate resources and co-operating with mates. Presentation on studied topic.	Pictures of Egyptian and Mesopotamian archaeological remains including temples, tombs, mummies, artefacts, pyramids, pieces of art, etc. http://www.metmuseum.org/toah/ht/?period=02&region=wam http://www.metmuseum.org/toah/hd/oking/hd_oking.htm http://www.metmuseum.org/toah/hd/mking/hd_mking.htm http://www.metmuseum.org/toah/hd/nking/hd_nking.htm Resources for investigation including a selection of texts, illustrations, web sites, etc. about the topics to be investigated. Questionnaires to be completed after project presentations in order to compile final conclusions.

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 Core	**Why did ancient civilisations develop into Empires?** Observe maps of Egyptian, Babylonian, Persian and Assyrian empires. Suggest ideas on why and how those civilisations expanded. Illustrate on two time lines different periods in Egyptian, Babylonian, Persian and Assyrian empires. Associate expansion of empires with the power of Pharaohs and kings. Investigate the power of Pharaohs through different sources: texts, archaeological remains, the Internet...	To ask and answer questions about expansion of Egyptian, Babylonian, Persian and Assyrian empires. To extract information about Pharaohs and kings from a variety of sources. To identify some characteristics of Pharaohs and kings.	Complete maps and timelines about different periods of studied empires. Present an illustrated report on the power of Pharaohs. Watch the video on the take of power of Pharaoh Hatshepsut and write a short report. Select several clauses of the Law Code of Hammurabi and compare with current law.	The British Museum site on Egypt. Geography, religion, mummies, pharaohs... The most important issues treated in an adequate way for secondary students. http://www.ancientegypt.co.uk/ Kings and Queens of Ancient Egypt http://www.metmuseum.org/TOAH/HD/kqae/hd_kqae.htm On New York's Metropolitan Museum of Art Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of the pharaohs to peasants, and the role of slaves in ancient Egypt http://resourcesforhistory teachers.wikispaces.com/7.14 Law Code of Hammurabi (1780 B.C.) http://mcadams.posc.mu.edu/txt/ah/Assyria/Hammurabi.html#Hammurabi.Law.15
2 hours Core	**What do archaeological remains tell us about Ancient Egypt and Mesopotamia?** Show different pictures of Egyptian and Mesopotamian archaeological remains. Ask students what kind of information archaeologists could obtain from those pictures. Group their ideas in different headings for investigation including art, religion and life after death in both societies. Divide the class in groups to develop projects about Mesopotamian art, Egyptian art, Egyptian gods and goddesses, life after death in Egypt... Provide students with useful resources and clear orientations.	To group information in appropriate categories. To select sources and infer information that is relevant to their topic. To select pictures illustrating aspects of a particular topic. To show understanding of relevant points in the studied topic.	Participation in class dialogues, offering relevant questions and answers. Develop an investigation using appropriate resources and co-operating with mates. Presentation on studied topic.	Pictures of Egyptian and Mesopotamian archaeological remains including temples, tombs, mummies, artefacts, pyramids, pieces of art, etc. http://www.metmuseum.org/toah/ht/?period=02&region=wam http://www.metmuseum.org/toah/hd/oking/hd_oking.htm http://www.metmuseum.org/toah/hd/mking/hd_mking.htm http://www.metmuseum.org/toah/hd/nking/hd_nking.htm Resources for investigation including a selection of texts, illustrations, web sites, etc. about the topics to be investigated. Questionnaires to be completed after project presentations in order to compile final conclusions.

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1 hour Core	**Which people lived in the Iberian Peninsula at that time?** Observe different artefacts found in the Iberian Peninsula from the first millennium BC. Compare them with Egyptians and Mesopotamian artefacts and suggest their possible relation with both civilisations. Study a map of the Mediterranean area in the first millennium BC representing Celtic, Phoenician and Greek invasions in the Iberian Peninsula and suggest reasons for their expansion. Compare Celts and Iberians (Phoenicians, Greeks, Carthaginian) on a chart. Find out which discoveries and inventions. Celts and Iberians brought to the Iberian Peninsula from ancient civilisations such as Egypt and Mesopotamia.	To sequence historical periods. To talk about key features of past societies and compare them with others. To suggest reasons for different invasions in the Iberian Peninsula based on their previous knowledge and observations of maps. To demonstrate an understanding of key features about Celts and Iberians.	Draw timelines and maps showing Celtic, Phoenician and Greek invasions. Complete a chart about Celts and Iberians. Name main discoveries and inventions brought by Celts and Iberians and their origin.	Pictures of objects and artefacts from Celts and Iberians people in the Iberian Peninsula http://man.mcu.es/coleccion/CatalogoTesoros_Protohistoria.html Maps of the Iberian Peninsula on the first millennium BC showing Greek, Celt and Phoenician invasion. http://bachiller.sabuco.com/historia/images/Pueblos%20prerromanos.jpg Simple texts with information on Celts and Iberians. Spain: a history for young readers http://www.mainlesson.com/display.php?author=ober&book=spain&story=iberia http://www.mainlesson.com/display.php?author=ober&book=spain&story=carthaginians Ancient Iberia http://www.allempires.com/article/index.php?q=ancient_iberia The Phoenicians and Carthage http://www.mrdowling.com/609-carthage.html

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Unit Three: Ancient Greece

Language for learning

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

CONCEPT	KEYWORDS
Chronology	Ancient, modern, BC, AD, archaic period, classical period, Hellenistic age...
Society and Everyday Life. Religion	Aristoi, slave, god, goddess, Zeus, Ares, Athena, priest, priestess, oracle, myth, hero
Politics and Government	City state, empire, democracy, government, citizen, law. assembly, magistrate, colony, council, aristocracy, oligarchy, monarchy
Economy	Crisis, commerce, drachma
Culture and Arts	Olympic games, acropolis, temple, theatre, Parthenon, stadium, gymnasium, alphabet, sculpture, column, frieze, capital, myth, capital, column, stylobate, shaft, Doric, Ionic, Corinthian order, logic, reasoning, tragedy, comedy, satyr play...
Places and Civilisations	Athens, Sparta, Corinth, Marathon, Peloponnesus, Aegean Sea, Asia Minor, Minoan civilization, Mycenaean civilisation...

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Key historical questions on the Unit

Where and when did the ancient Greek civilisation exist?
Who were the ancient Greeks' ancestors?
Who invented democracy?
What were the similarities and differences between Athens and Sparta?
How and why did the ancient Greeks expand their borders?
Who did the ancient Greeks worship and why?
What did the ancient Greeks contribute to art and knowledge?

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1 hour Core	**Where and when did the ancient Greek civilisation exist? Who were the ancient Greeks' ancestors?** Show the location of mainland Greece and its islands on a map. Observing photographs discuss the physical features and highlight the difficulty of travel by land. Relate this to the idea of city states isolated from each other. Observe the location of Greece in relation to other studied civilisations and identify Crete as a stopping point on a trading route. Suggest implications of this: encounter of people... Summarise key features from a text about Minoan and Achaean civilisations. Explain how we know about these civilisations, through artefacts and legends (Iliad and Odyssey).	To locate Greece on a map and ancient Greece on a time line. To understand how geographical characteristics influence on the development of a civilisation. To define key features of Minoan and Achaean civilisations.	Match sentences describing geographical features with consequences for the development of Greek civilisation. Draw a comic about some story from Ulysses. Complete a table with key features bout Minoan and Achaean civilisations. Choose a Greek myth and write a short summary. Locate on an Ancient Greece map the main features (polis, islands, battles...)	Photographs of Greek landscape. http://www.digital-cameras-help.com/travel-greece.html?id=14 Cards with information about geographical features and their consequences. http://en.wikipedia.org/wiki/Geography_of_Greece#Physical_geography Map of Greece and Mediterranean area. http://www.unc.edu/awmc/mapsforstudents.html http://www.socialstudiesforkids.com/subjects/ancientgreece maps.htm Timeline from the third millennium BC until AD. http://ancientcivilizationss.com/ancient-greek-timeline/ http://www.socialstudiesforkids.com/articles/worldhistory/ancientgreecetimeline.htm Greek Myths http://greece.mrdonn.org/myths.html Simple text with information about Minoan and Achaean civilisations. (LL) http://history-world.org/aegean_civilization.htm http://www.aroundgreece.com/ancient-greece-history/mycenaean-civilization-greece.php Web site of Snaith Primary School

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
2 hours Core	**Who invented democracy? What were the similarities and differences between Athens and Sparta?** Describe relief and weather in Greece and suggest ideas about life in ancient Greece, daily activities, occupations and organisation. Using scale maps, find out how far apart Greek city states (including Athens and Sparta) were. Investigate about life in Athens and Sparta with texts. Explain that most information about Sparta came through Athenians writers. Discuss implications of this for reliability of information. Investigate about Pericles and social organisation at the height of Athenian democracy.	To understand that ancient Greece consisted of city states. To distinguish between the beliefs of the Athenians and Spartans and reasons for their beliefs. To define what is meant by democracy. To explain the benefits of democracy. To answer simple questions about Pericles and his influence in Athenian democracy.	Situate Athens and Sparta on a map and timeline. Classify different defining statements – including some about life style and government features – under two headings: "Athens, near the sea" and "Sparta, land-locked". Compare both groups of statements and suggest new ones about different topics: school, childhood, women, and government. Compare democracy in Athens and nowadays. Draw a pyramid showing the different social groups in democratic Athens.	Scale maps showing different city states including Athens and Sparta. http://www.unc.edu/awmc/mapsforstudents.html Cards with defining statements about Athens and Sparta. http://www.socialstudiesforkids.com/articles/worldhistory/athenssparta.htm A range of written and picture sources about life in Athens, Sparta and Pericles.(LL) http://www.bbc.co.uk/schools/ancientgreece/main_menu.shtml Kidipede http://www.historyforkids.org/learn/greeks/ Athenian Democracy - Society and citizenship in Athens http://www.historiasiglo20.org/1ESO/Athensdemocracy1.html Athenian Democracy - Athenian democratic institutions http://www.historiasiglo20.org/1ESO/Athensdemocracy2.html What would life have been like if you had lived in ancient Sparta or in ancient Athens? http://primaryhomeworkhelp.co.uk/greece/athens.htm

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1 hour Core	**How and why did the ancient Greeks expand their borders?** Referring to maps and geographical features, discuss why Greeks needed a good army and navy. Observe pictures of ancient Greek pottery including some illustrating Greek soldiers fighting, ships... and infer information. Research some of the battles of ancient Greece and report back findings about place, date, reasons for the battle and outcome – Trojan, Persian and Peloponnesian wars. Demonstrate how Greeks expanded their borders. Investigate about Alexander the Great as the last great Greek emperor.	To give reasons why Greeks needed a navy. To infer information about the Greek wars and warfare from illustrations and maps. To identify different periods and their main features in ancient Greek history. To identify Alexander the Great as the last Greek emperor.	Complete a diagram showing reasons for Greek expansion. Complete a table with specific data about main Greek wars. Draw several maps and timelines showing the expansion of Greek borders. Compare the map of Alexander's empire and a current one and list the countries that would be included in Alexander the Great's empire.	Illustrations about Greek army and navy (Trojan War Myth). http://www.temple.edu/classics/troyimages.html Different maps of Greece and the Mediterranean area showing progressive expansion. http://upload.wikimedia.org/wikipedia/commons/6/6f/Greek_Colonization.png General information about key aspects of important Greek wars: Trojan War http://www.stanford.edu/~plomio/history.html#anchor202941 Map of Alexander the Great's empire. http://simple.wikipedia.org/wiki/File:Conquests_alexander.gif
1-2 Core	**Who did the ancient Greeks worship and why?** Discuss plans of the Acropolis and pictures of temples, size, materials, decoration... Relate Mount Olympus to Gods and Olympic Games. Explain concept of mythology. Elicit answers about the meaning of legend and myth. Investigate about Greek Gods reading simple texts.	To show an understanding of Greek beliefs and religious practices. To explain why Olympic games were important for the ancient Greeks. To show an understanding of Greeks myths and legends.	Locate Mount Olympus on a map. Complete a Venn diagram comparing ancient and modern Olympic games. Complete a grid with name, symbol and aspect of the world each God is responsible for.	Illustrations about temples, Acropolis, Olympic games. http://www.ancient-greece.org/resources/slides.html http://www.ancientgreece.com Blank Venn diagrams http://www.gliffy.com/ http://teachers.cr.k12.de.us/~galgano/tools.htm http://creately.com/Free-K12-Education-Templates Short stories about Greek Gods. (LL) http://www.mythweb.com/index.html

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
2 hour Core	**What did the ancient Greeks contribute to art and knowledge?** Observing inscriptions in Greek coins or buildings identify Greek alphabet. Remind the pupils how myths tried to explain reality and how some Greek thinkers tried to find different answers. Identify temples in the Acropolis. Elicit differences between tragedy and comedy by observing masks. Find out about famous theatre writers and plays. Observe human representation in Egypt and Greece. Observe sculptures from different Greek periods and describe changes. Explain the ideal of beauty and proportion in Greek art. Observe ancient Greek buildings. From a range of modern buildings, choose those with Greek influence. Describe main elements in Greek architecture.	To identify some English words with Greek origins. To identify the contribution made by ancient Greek scholars to our knowledge and understanding of the world. To identify different periods and features of Greek art. To recognise that Greek artistic ideas influence art around us.	Produce a list of words of Greek origin. Match scholars with their contributions to knowledge and theatre writers with their plays. Describe key features of a Greek temple. Compare Parthenon and Erechteion in the Acropolis and find out the main differences in their columns. Compare three Archaic, Classical and Hellenistic sculptures and describe their main features and differences.	Dictionary to find out words with Greek prefixes and suffixes (geo-,-ology, phot-, tech-, phobia-) (LL). http://www.thefreedictionary.com/ Coins or pieces of art with inscriptions in Greek. http://forumancientcoins.com/catalog/roman-and-greek-coins.asp?vpar=54 Set of cards with the names of Greek scholars and their main contributions to knowledge. http://www.historyforkids.org/learn/greeks/philosophy/ Plans of the Acropolis. Pictures of theatres. Masks. http://www.ancient-greece.org/map/acropolis-plan.html http://en.wikipedia.org/wiki/Theatre_of_ancient_Greece Sculptures from different periods. http://en.wikipedia.org/wiki/Ancient_Greek_sculpture The Greek temple http://www.historiasiglo20.org/1ESO/greektemple.htm The main arquitectural elements of a Greek temple.
1 hour Ext	Divide the class in two groups for a debate. One group will defend Athenian life and the other Spartan life. Draw conclusions about benefits of democracy.	To provide good reasons and information to support their ideas on a debate.	Participate in a debate about Athens and Sparta and their differences.	Main ideas and resources from previous lessons. On line quiz on Ancient Greece http://www.historiasiglo20.org/1ESO/AG1/quizmaker.html

Unit Four - Roman Civilisation

Language for learning

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

CONCEPT	KEYWORDS
Chronology	Punic wars, civil wars, Germanic invasions…
Society and Everyday Life. Religion	Slave, freedmen, patrician, plebeian, polytheism, Christianity, churches, pagans, Gospel, catacombs, augurs…
Politics and Government	Republic, monarchy, empire, legions, legionaries, senate, senators, citizens, emperors, empire, magistrates, comitias, consul, province, triumvirate, governor…
Personalities and Emperors	Tarquinus the Proud, Julius Caesar, Marc Anthony, Octavius, Tiberius, Claudius, Nero, Trajan, Titus, Caracalla, Diocletian, Constantin, Theodosius…
Culture and Arts	Latin, capitol, curia, basilica, theatres, amphitheatre, triumphal arches, columns, concrete, aqueduct, atrium, mosaics, fresco, circus games, chariot, toga, helmet, shield, sandals, spear, polytheism, monotheism, christianity…
Places and Civilisations	Etruscans, Carthaginians, Barbarians, Persians, Germanic Tribes, Huns, Rome, Carthage, Pompeii, Constatinople…

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Key historical questions on the Unit

What are the key aspects of Roman history?
What was the role of cities in the Empire?
How was Roman society organised?
What did the Romans contribute to our lives?
What caused the decline of the Roman Empire?
How and why did Christianity extend throughout the Empire?

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 Core	**What are the key aspects of Roman history?** Explain the main forms of government in Roman history, from monarchical to republican and identify the main differences between these two systems. Identify the structure of the governments, their most important members and the functions of each of these. Observe maps of the first Roman conquests around the period 395 BC and compare these with a present day map of the same areas.	To show an understanding of and explain the main differences between monarchical and republican governments. To identify the hierarchical structure of governments. To identify the first Roman conquests and relate them to present day countries.	Situate the different forms of government on a timeline. Complete a vocabulary web showing the main institutions of the two different governments. Complete and colour code a blank map of Roman conquests around the Mediterranean. Draw a diagram representing the Republican institutions. After watching the video, elaborate a timeline which include the main conquests and battles.	Appropriate reading texts on the topic. (LL) "Living through History" Book1 http://www.dalton.org/groups/rome/ Blank timelines. Worksheets on Ancient Rome http://www.historyonthenet.com/Lessons/worksheets/romans.htm Blank vocabulary webs or detailed webs with various words blanked out. http://www.schoolhistory.co.uk/year7links/romans/romanrepublic.pdf Blank outline maps of the Mediterranean. http://www.schoolhistory.co.uk/year7links/romans/Empire_map.pdf Maps http://blogs.dalton.org/rome/map-resources/ Roman Empire & Republic Conquests [509 BC - 476 AD] http://www.youtube.com/watch?v=HQKqJDb7fn0
1 Core	**What was the role of cities in the Empire?** Observe illustrations or videos of Roman society to identify the agricultural base of the economy. Explain the importance of cities as centres for government. Through illustrations and short texts, explain the structure of a Roman city and identify the most important aspects, e.g: forum, markets etc. Identify the main differences between life in the country areas and the important cities. Identify some of the modern European cities founded by the Romans. Compare what these cities were like in Roman times with what they are like in the present day.	To make inferences and deductions about Roman society from illustrations or video material. To ask and answer relevant questions about the economy and structure of Roman society. To explain the most important aspects of life in the country and the city and compare with present day societies.	Write a short diary entry for a person living in Roman times either in the country or in one of the cities. (LL) Make a model of a Roman city. Complete a vocabulary web with the main places in a Roman city. Complete a Venn diagram comparing city life in Roman times with the present day.	Illustrations or video showing Roman agricultural activity.. http://www.roman-empire.net/ Selection of short texts about Roman cities.(LL) http://www.dalton.org/groups/rome/ http://members.aol.com/Donnclass/Romelife.html Pictures of Ancient Rome http://www.roman-empire.net/diverse/pictures.html Interactive maps and timelines http://mappinghistory.uoregon.edu/english/EU/EU01-01.html

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 Core	**How was Roman society organised?** Revise information on the different systems of government that existed in the Roman Empire (see first lesson). Using reading texts and illustrations, explain the structure and organisation of Roman society, underlining the most important aspects concerning men and women, slaves etc. With reference to available primary and secondary sources, illustrate the importance of slavery in Roman society and explain the most important aspects and consequences.	To ask and answer questions about the different systems of government in the Roman Empire. To extract information about the organisation of the Roman Empire from relevant primary and secondary sources. To show an understanding of the important role played by slavery.	Complete a vocabulary or topic web to illustrate the structure of Roman society. Role-play an interview with a slave living in Roman times. Write a short diary entry for either a slave or a free man living in Roman times. Compare the differences between the two. After watching the video, write a short summary on the class divide and daily life in Rome.	Appropriate reading texts. (LL) http://www.dalton.org/groups/rome/ Selection of resources about the Roman Empire including texts, illustrations, web sites etc. http://www.roman-empire.net/ http://www.dalton.org/groups/rome/ Life in Ancient Rome: different aspects of social life http://www.bbc.co.uk/history/ancient/romans/ 3 Minutes in the Roman Empire http://www.youtube.com/watch?v=ZmCtx11izBQ Class divide and daily life in Rome
1-2 Core	**What did the Romans contribute to our lives?** Explain the importance of Roman influence in building roads, bridges, aqueducts etc. through illustrations, slides, short texts etc. Identify some of the most important Roman remains to be found in Spain and make a comparison with some of the most important ones found in Britain (Hadrian's Wall, for example). Demonstrate the influence of the Latin language on Spanish and English and compare the extent of this influence on the two languages.	To show an understanding of the importance of Roman civilisation on our present day lives. To extract information about Roman remains from various sources, such as illustrations, reading texts, web sites etc. To recognise Latin roots in both Spanish and English words (LL).	On blank maps of Spain or Britain locate some of the most important Roman remains. Complete a Venn diagram to compare some of the most important remains found in the two countries. Compile a vocabulary web of similar words in English and Spanish with Latin roots. (LL)	What have the Romans done for us?" http://www.schoolhistory.co.uk/year7links/romans/whatdone.pdf Blank vocabulary webs and Venn diagrams. Spanish and English dictionaries. "Living through History" Book1

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1 hour Core	**What caused the decline of the Roman Empire?** From appropriate texts or video footage, identify and explain the main reasons for the decline of the Roman Empire, underlining the most important ones, such as economic decline, indiscipline in the army and attacks from enemies. With the help of a timeline, trace the decline of the Roman Empire from the middle of the third century A.D, referring to the aforementioned reasons and locating these appropriately. Identify the main enemies of the Roman Empire and explain how they contributed to its decline.	To identify and show an understanding of the main reasons for the decline of the Roman Empire. To infer and extract information from relevant sources on the topic. To understand and explain the importance of economic decline. To recognise the important role of the Roman Empire's enemies in its decline.	Complete a timeline, locating each of the main reasons for the decline of the Roman Empire. Match reason and consequence cards to build up a picture of the decline. Complete a table of information in order to write a short report on the decline of the Roman Empire. (LL)	Appropriate reading texts and/or video footage on the topic. http://www.roman-empire.net/ Cards with short information texts on reasons and consequences. Blank timelines and information tables. "Living through History: the Roman Empire". Roman Empire Decline http://www.youtube.com/watch?v=sMAYVfQkPHE&feature=related Animation which shows the Germanic invasions and the collapse of Western Roman Empire
1 hour Core	**How and why did Christianity extend throughout the Empire?** Identify and explain the main religious beliefs existing throughout the Roman Empire. Compare these to identify the most important differences and locate them on a map to illustrate geographical influence. Using relevant sources, explain the rise of Christianity and its expansion throughout the Roman Empire. Locate this rise and expansion on a timeline and a map in order to illustrate and underline its importance.	To show an understanding of the main religions existing in the Roman Empire, their similarities and differences. To recognise and explain the importance of the rise and expansion of Christianity in Roman times.	Complete a blank map of the Roman Empire showing where the different religions existed. Complete a timeline to locate the rise and expansion of Christianity. Write a short comparison of two or more of the main religions existing in Roman times. (LL)	Roman Religion and Christianity in the Roman Empire http://www.bbc.co.uk/history/ancient/romans/ Kidipede:Ancient Rome http://www.historyforkids.org/learn/romans/ Blank maps of the Roman Empire. Blank timelines. Appropriate reading texts and illustrations.

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Unit Five – Roman Hispania and Roman Britain

Language for learning

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

CONCEPT	KEYWORDS
Chronology	Punic wars, Cantabrian Wars
Society and Everyday Life. Religion	Tribes, clans, salt, regulus, nobles, warriors, Roman Law, patricians, native aristocracy, masses, Christianity
Politics and Government	Province, governor...
Economy	Trade, intermediaries, Phoenician traders, export, import
Culture and Arts	Romanisation, Latin, aqueduct, arch, urns, cremation, amphorae, aqueducts, amphitheaters, triumphal arches, columns
Places and Civilisations	Iberians, Celts, Lusitanians,Tartessos, Swabians, Alans, Vandals, Visigoths, Tarraco, Hispalis, Italica Merida, Saguntum, Carthage, Tyre, Segovia, Numantia, Londinum

Key historical questions on the Unit

How did the Romans conquer and organise Hispania?
How did the Romans conquer and organise Britain?
What benefits did the Romans obtain from Hispania?
What benefits did the Romans obtain from Britain?
How did Roman culture influence Spain?
How did Roman culture influence Britain?

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1 Core	**How did the Romans conquer and organise Hispania?** Revise information from previous topics about the inhabitants of pre-Roman Spain. Using relevant sources, such as texts, maps and illustrations, explain the motives for the Roman conquest of the Iberian Peninsula. Identify the main centres of government established by the Romans in Hispania and explain their importance in the organisation of the territory.	To show an understanding of and explain the most important motives for and the process of the Roman conquest of Hispania. To recognise the most important aspects of government and organisation. To relate the organisation of centres of government to the existence of present day cities.	Trace the Roman conquest of Hispania on a map and locate the main events. Locate the most important centres of government on the map and add a short written comment as to their relative importance. Using a Venn diagram or similar, make a comparison of these centres with present day cities in Spain.	http://www.bbc.co.uk/schools/primaryhistory/romans/ A splendid web site for lower ability pupils. A good site to start and revise students' knowledge on the topic. Roman conquest of Hispania http://en.wikipedia.org/wiki/Roman_Conquest_of_Hispania Lots of appropriate reading texts on the topic.(LL) http://blogs.dalton.org/rome/ Introduction on Roman Spain http://www.unrv.com/provinces/hispania.php Map of Roman Hispania http://www.andalucia-andalusia.com/images/hispania-map.jpg
1 Core	**How did the Romans conquer and organise Britain?** Using relevant sources, such as texts, maps and illustrations, explain the motives for the Roman conquest of Britain. Identify the main centres of government established by the Romans in Britain and explain their importance in the organisation of the territory. Compare the conquering and organisation of Britain with those of Spain, using information from the previous lesson.	To show an understanding of and explain the main reasons for and consequences of the Roman conquest of Britain. To ask and answer relevant questions about the similarities and differences between this conquest and that of Hispania. To recognise the importance of the main centres of government established by the Romans in relation to present day cities.	After watching the video, write a short essay on the Roman conquest of Britannia. Trace the Roman conquest of Britain on a blank map. Locate the main centres of government on the map and add a short written comment as to their relative importance. On a Venn diagram or similar, make a comparison of one of the most important governing centres in Roman Britain with another in Hispania.	The Roman conquest of Britannia http://www.youtube.com/watch?v=pumvlMAVXlk Overview: Roman Britain, 43 - 410 AD http://www.bbc.co.uk/history/ancient/romans/overview_roman_01.shtml Splendid introduction to the topic Why have people invaded and settled in Britain in the past? A Roman case study http://www.schoolsnet.com/pls/hot_school/sn_primary.page_pls_unit_detail?x=16180339&p_unit_id=74 An Overview of Roman Britain http://www.bbc.co.uk/history/ancient/romans/questions_01.shtml Timeline of Roman Britain http://www.schoolhistory.co.uk/year7links/romans/TimelineofRomanBritain.pdf It is accompanied by literacy and comprehension questions.

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1 Core	**What benefits did the Romans obtain from Hispania?** On a map, locate and explain the importance of the most important mining and agricultural areas in Hispania. Compare this map to that produced by the pupils in the first lesson of the topic. Using relevant texts and illustrations identify the benefits for the Romans of the most important of the aforementioned areas.	To ask and answer questions about the most important benefits obtained by the Romans from Hispania. To extract information about the most important mining and agricultural areas from various sources. To show an understanding of the important role played by these areas in the economy of the Roman Empire.	Complete a vocabulary or topic web to illustrate the most important benefits obtained by the Romans from Hispania. Locate on a blank map the most important Roman remains in Hispania and add a short written comment as to the importance of each one.	Roman Hispania: conquest and wealth http://www.unrv.com/provinces/hispania.php Romans in Spain (Baetica) http://www.andalucia.com/history/romans.htm http://www.andalucia.com/history/acinipo.htm http://www.andalucia.com/cities/seville/italica.htm Roman Ruins in Spain http://www.historvius.com/features/roman-ruins-spain/ Appropriate reading texts. (LL) Selection of resources about Hispania including maps, reading texts, illustrations etc.
1 Core	**What benefits did the Romans obtain from Britain?** On a map, locate and explain the importance of the most important mining and agricultural areas in Britain. Compare this map to that produced by the pupils in the second lesson of the topic. Using relevant texts and illustrations identify the benefits for the Romans of the most important of the aforementioned areas. Compare these benefits with those discovered in the previous lesson.	To ask and answer questions about the most important benefits obtained by the Romans from Britain. To extract information about the most important mining and agricultural areas from various sources. To show an understanding of the important role played by these areas in the economy of the Roman Empire.	Answer the questions on "Timeline of Roman Britain" worksheet. On blank maps of Britain locate some of the most important mining and agricultural areas. Complete a Venn diagram to compare some of the most important areas in Britain with those in Spain.	http://www.romansinsussex.co.uk/ The Romans in Sussex. Excellent range of targeted and extremely well presented material. Pupils can explore maps, timelines, plus information about contemporary life. http://www.schoolhistory.co.uk/year7links/romans_worksheets.shtml A collection of worksheets on Roman Britain. Blank maps and Venn diagrams.

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
2 Core	**How did Roman culture influence Spain?** **How did Roman culture influence Britain?** Revise information from previous lessons on the influence of Roman culture on our present day. Using appropriate sources such as texts, illustrations etc., explain the important influence of Roman culture on language, art etc., particularly in Spain and Britain. Organise the pupils in groups to further research one of the following topics : • The influence of Latin on present day Spanish • The influence of Latin on present day English • The most important Roman remains found in Spain • The most important Roman remains found in Britain.	To extract important information from various source types including text, illustrations, web sites etc. on the topic. To organise and effectively present (orally and in writing) the results of the research. To co-operate with peers in researching and organising a set topic.	After reading carefully "What have the Romans ever done for us?" answer the quiz. Research, using various sources such as text, illustrations, web sites etc., one of the aforementioned topics. Present the results of research carried out in groups on each topic. Prepare a wall display to accompany each group presentation.	Appropriate reading texts, illustrations, web sites etc. on the topic. http://www.roman-empire.net/ Introduction on Roman Britain http://www.unrv.com/provinces/britannia.php What have the Romans ever done for us? http://www.schoolhistory.co.uk//year7links/doneforuse.shtml http://www.schoolhistory.co.uk/year7links/romans/whatdone.pdf http://www.schoolhistory.co.uk/quizzes/romans/whatdoneforus.htm
2 hours Ext	Organise a field trip to some important Roman remains or to a museum. Referring back to work carried out in previous lessons, identify and explain some of the important aspects of the visit.	To extract information from primary and secondary sources on the topic. To extract relevant information from careful observation.	Complete a questionnaire on the visit. Add any relevant information and/or material to the wall displays prepared in the previous lesson.	Aqueduct of Segovia http://en.wikipedia.org/wiki/Aqueduct_of_Segovia Merida Roman Circus http://www.historvius.com/merida-roman-circus-758/ Questionnaires on the visit.

5.3. Bands of Attainment

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The Integrated Curriculum Programme of study sets out what most pupils should be taught. However, teachers should teach knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later stages so that individual pupils can make progress and show what they can achieve.

The bands of attainment described below are for ESO 1.

> Band 1: 30% pupils will not have made so much progress and will have reached or may be struggling at this level.
>
> Band 2: 60% pupils will have reached this level.
>
> Band 3: 10% pupils will have progressed further and will have reached at least this level.

Band 1

Pupils are capable of recalling and using period knowledge from history studied at primary, they recognise the distinction between present and past in their own and other people's lives, observing the differences in the way that people lived in the distant past compared to their own lives. They demonstrate an emerging sense of chronology by placing some events and objects in order, and by using everyday terms about the passing of time. They can ask simple historical questions and find answers to some simple questions about the past from sources of information provided for them.

Band 2

Pupils show an increased understanding of chronology by realising that the past can be divided into different periods of time. They recognise some of the similarities and differences between these periods, and they are able to use dates and historical terms correctly. They are beginning to recognise that there are reasons why people in the past acted as they did. They are able to use sources of information to answer questions about the past on the basis of simple observations. They show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give some reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented. They use sources of information in ways that go beyond simple observations to answer questions about the past.

Band 3

Pupils show an increasing depth in their factual knowledge and understanding of History to describe past societies and periods, and to make links between features within and across periods. They examine and explain the reasons for and results of, events and changes. Pupils describe, and begin to analyse, why there are different interpretations of events, people and changes. They are capable of selecting, organising and deploying relevant information to produce structured work, making appropriate use of dates and terms. Using their knowledge and understanding, pupils begin to evaluate sources of information and to identify those which are useful for particular tasks.

5.4. Web sites and bibliography

Ancient history

Resources for History teachers
http://resourcesforhistoryteachers.wikispaces.com
http://resourcesforhistoryteachers.wikispaces.com/AncientCivilizations
> An excellent resource done for teachers and students. *Resourcesforhistoryteachers* is maintained by teachers and students who are part of the History Teacher Education Programme in the School of Education at the University of Massachusetts, Amherst. It includes not only contributions from Professor Robert Maloy and his undergraduate and graduate students at the University of Massachusetts Amherst, but from K-12 teachers and students as well.

http://www.historyworld.net/
> Very comprehensive resource of 400+ texts, articles and features from specialist contributors, accessible within subject themes and/or time periods. Some texts are ideal for Key Stages 2 and 3 and GCSE students. A good section on Spanish History up to 1914, a good reference site for teachers.

http://www.historyworld.net/wrldhis/PlainTextHistories.asp?groupid=1072&HistoryID=ab50&gtrack=pthc
> From Prehistory to Roman Spain

http://www.besthistorysites.net/index.shtml
> A comprehensive history site with lots of resources for teachers and pupils.

http://www.bbc.co.uk/schools/4_11/history.shtml
> A great site for reference for the pupils. It includes sections on Ancient Greece, Iron Age Celts and Romans.

http://www.bbc.co.uk/history/
> The general web page for history, lots of information for teachers and pupils, a very good interactive section. A very complete Ancient History section.

http://www.bbc.co.uk/history/ancient/
> The BBC web site on ancient history.

Prehistory

http://www.culture.gouv.fr/culture/arcnat/lascaux/en/index.html
> The first prehistoric cave paintings in Europe were discovered in 1879. Since then, over 200 decorated caves and rock shelters have been found in France and Spain. The most spectacular of these prehistoric paintings are at Lascaux. Unfortunately, the original Lascaux Cave is no longer open to the public but this web site provides an excellent reconstructed copy of the cave.

http://www.me.g.alithic.co.uk/asb_mapsquare.php
> This web site allows you to find megalithic and prehistoric sites in England, Ireland, Scotland and Wales. The map is divided into sections that users may click upon to obtain more specific information. After clicking on a particular section, users will be directed to another interactive map containing detailed information about each particular megalith in the region, accompanied by information about the closest village and other relevant geographical details.

http://www.mrdowling.com/602prehistory.html
> Different short lessons on Prehistory.

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http://www.bbc.co.uk/wales/celts/
> Animated web site on Celts, Iron Age in Britain, fact files…

http://www.besthistorysites.net/index.php/prehistory
> A collection of commented links on Prehistory.

http://www.bbc.co.uk/sn/prehistoric_life/human/human_evolution/index.shtml
> The evolution of man on the BBC science and nature web site.

Mesopotamia

http://www.mrdowling.com/603mesopotamia.html
> Different short lessons on Ancient Mesopotamia.

http://www.besthistorysites.net/index.php/ancient-biblical-history/mesopotamia
> A collection of commented links on Mesopotamia.

Egypt

http://www.historyforkids.org/learn/egypt/
> Kidipede. A sort of wikipedia for kids.

http://www.discoveringegypt.com/
> On this web site you will find lots of Egyptian material. There are stories of the great kings & queens. You will find out about the fabulous buildings of the ancient Egyptians. See interactive maps, as well as pyramid & temple reconstructions. There is a basic description of hieroglyphic writing. And for a bit of fun you can send a friend their name as an eCard using the hieroglyphic translator. There are also images of hieroglyphs you can use in your own projects. You will learn about Egyptian numerals and can test your knowledge with some mathematical problems set out using the ancient numbers.

http://www.guardians.net/e.g.ypt/kids/index.htm#features
> Lots of internet resources on Egypt.

http://www.anciente.g.ypt.co.uk/menu.html
> The British Museum's web site on ancient Egypt. The web site is divided into ten chapters which address themes or topics relevant to ancient Egypt. For each chapter there is a 'Doormat' page, which is an atmospheric introductory page to the chapter. Within each 'chapter' there are three sections: 'Story', 'Explore' and 'Challenge'. The 'Story' is a presentation of information in a narrative form. The 'Explore' is a non-linear presentation of information. The 'Challenge' is an activity that allows pupils to practise certain skills (historical, analytical, mathematical, and observational) within the context of a theme or topic relevant to ancient Egypt.

http://home.freeuk.net/elloughton13/e.g.ypt.htm
> Web site about Egypt. Colourful and more specific for lower ability pupils.

http://www.snaithprimary.eril.net/e.g.index.htm
> Egypt. Suitable for lower ability pupils.

http://www.besthistorysites.net/index.php/ancient-biblical-history/egypt
> A collection of commented links on ancient Egypt.

http://www.bbc.co.uk/history/ancient/egyptians/
> Plenty of resources on Ancient Egypt's culture, religion and daily life.

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Ancient Greece

http://www.historyforkids.org/learn/greeks/
>Kidipede. A sort of wikipedia for kids.

http://www.mythweb.com/index.html
>Dedicated to heroes, gods and monsters of Greek mythology. Entertaining with material that is really accessible through the use of clear, colourful images. See teacher page.

http://www.ancientgreece.com/
>A site packed with useful information covering history, mythology, art, culture and architecture of ancient Greece. Clear design would allow more able pupils to explore independently.

http://www.besthistorysites.net/index.php/ancient-biblical-history/greece
>A collection of commented links on ancient Greece.

http://www.bbc.co.uk/history/ancient/greeks/
>Resources on Olympic Games, Athens democracy and Greek legends.

http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/
>Great web site for lower ability students.

Ancient Greece Unit

http://ancienthistory.mrdonn.org/Greece.html
>For K-12 teachers & students.

Rome

http://blogs.dalton.org/rome/
>A wealth of resources to study Ancient Rome.

http://www.historyforkids.org/learn/romans/
>Kidipede. A sort of wikipedia for kids.

http://www.schoolhistory.co.uk/year7links/romans.shtml
>An excellent collection of web sites on Rome and Roman Britain.

http://www.mrdowling.com/609-carthage.html
>Information about Phoenicians and Carthage.

http://www.historyonthenet.com/Romans/romansmain.htm
>This section of History on the Net contains easily accessible information on the lives of Romans in Rome, their conquest of England and Europe and subsequent downfall of the Roman Empire.

http://www.schoolsnet.com/pls/hot_school/sn_primary.page_pls_unit_detail?x=16180339&p_unit_id=74
>Lesson for lower ability pupils: Why have people invaded and settled in Britain in the past? A Roman case study?

http://www.schoolshistory.org.uk
>A good site for Key Stage Three, there is an area on the Romans with lots of resources.

www.roman-empire.net
>A reference site for teachers.

http://www.besthistorysites.net/index.php/ancient-biblical-history/rome
>A collection of commented links on ancient Rome.

http://www.bbc.co.uk/history/ancient/romans/
>Resources on Emperors, religion, daily life, Pompeii and Roman Britain.

http://www.bbc.co.uk/schools/primaryhistory/romans/
>A splendid web site for lower ability pupils.

Resource and reference books

Ancient history

Living through History Book1
>ISBN: 0435-309-48-X
>Publisher: Heinemann

Historical Storybooks: In Search of the Boy King
>ISBN: 0750029587
>Publisher: Hodder & Stoughton Children's 16/11/2000

Sightseeing travel guide to past
>ISBN 0431015619
>Pack contains 1 each of these 4 titles: Ancient Rome, Ancient Greece, Ancient Egypt, and Shakespeare's London.

Step into Early People Pack
>ISBN 0431107173

Ancient People. Two Can
>ISBN 1 85434 970 8

The Ancient World. Questions and Answers.
>ISBN 0 75256 955 4

The Oxford History of Ancient Egypt
>ISBN-10: 0192804588
>ISBN-13: 978-0192804587

The Ancient World: A Guide to History's Great Civilizations from Mesopotamia to the Incas
>ISBN-10: 1849164894
>ISBN-13: 978-1849164894

Prehistory

Find Out About the Stone Age (Illustrated)
>ISBN-10: 1842152904
>ISBN-13: 978-1842152904

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Savage Stone Age - Horrible Histories
(Fun facts about the Stone Age)
>   ISBN-10: 0590658891
>   ISBN-13: 978-0590658898

Step into the Stone Age - The step into series
(The book provides instructions for several Stone Age themed activities)
>   ISBN-10: 1859676847
>   ISBN-13: 978-1859676844

Boy of the Painted Cave
(The story of young Cro-Magnon boy who wants to become a cave painter, an art forbidden by his clan)
>   ISBN-10: 0698113772
>   ISBN-13: 978-0698113770

The Human Past: World Prehistory and the Development of Human Societies
>   ISBN-10: 0500287805
>   ISBN-13: 978-0500287804

The Agricultural Revolution in Prehistory: Why Did Foragers Become Farmers?
>   ISBN-10: 0199559953
>   ISBN-13: 978-0199559954

Mesopotamia

Mesopotamia: Assyrians, Sumerians, Babylonians (Dictionaries of Civilization)
>   ISBN-10: 0520252667
>   ISBN-13: 978-0520252660

Handbook to Life in Ancient Mesopotamia
>   ISBN-10: 0816043469
>   ISBN-13: 978-0816043460

Egypt

Visiting the Past The Pyramids paperback
>   ISBN 0431027897

Ancient Egypt: Family Life
>   ISBN: 0750232641
>   Publisher: Hodder & Stoughton Childrens 18/1/2001

History Beneath Your Feet: Ancient Egypt
>   ISBN: 0750244496
>   Publisher: Hodder & Stoughton Childrens 18/9/2003

History Starts Here: The Ancient Egyptians
>   ISBN: 0750242086
>   Publisher: Hodder & Stoughton Childrens 16/5/2002

Stories From History: Clever Cleo: The story of Queen Cleopatra
>   ISBN: 0750228539
>   Publisher: Hodder & Stoughton Childrens 16/8/2001

Visiting the Past: Valley of the Kings (Paperback)
    ISBN 0431027781

Mummies, Tombs and the Afterlife. Elspeth Graham. Oxford Literacy Web
    ISBN 0 19 917376 1

Ancient Greece

History Starts Here: The Ancient Greeks
    ISBN: 0750244518
    Publisher: Hodder & Stoughton Childrens 13/11/2003

History Beneath Your Feet: Ancient Greece
    ISBN: 0750244488
    Publisher: Hodder & Stoughton Childrens 18/9/2003

All About: Ancient Greece
    ISBN: 0750239093
    Publisher: Hodder & Stoughton Childrens 14/3/2002

Theseus and the Minotaur. Pierce Feirtear. Oxford Literacy Web.
    ISBN 0 19 917375 3

Spend the Day in Ancient Greece: Projects and Activities that Bring the Past to Life *(Spend the Day Series)*
    ISBN-10: 0471154547
    ISBN-13: 978-0471154549

Ancient Greece [Illustrated]
    ISBN-10: 0199107645
    ISBN-13: 978-0199107643

Ancient Greece (Eyewitness Project Books)
    ISBN-10: 1405334932
    ISBN-13: 978-1405334938

I Wonder Why Greeks Built Temples and Other Questions about Ancient Greece
    ISBN-10: 0753407566
    ISBN-13: 978-0753407561

Encyclopedia of Ancient Greece (Usborne Encyclopedias)
    ISBN-10: 1409531414
    ISBN-13: 978-1409531418

In Ancient Greece (Men, Women and Children)
    ISBN-10: 0750259078
    ISBN-13: 978-0750259071

100 Facts on Ancient Greece
    ISBN-10: 1848101279
    ISBN-13: 978-1848101272

Look Inside: A Greek Theatre
    ISBN: 075022679X
    Publisher: Hodder & Stoughton Childrens 15/8/2002

People in Past Ancient Greece Homes   Part of the People in the Past series
ISBN 0431145466
Publication Date: May 2003

The series also looks at: JOBS, WOMEN, WARS AND WEAPONS. In the same series they also look at Ancient Egypt and Rome.

Rome

Living through History: The Roman Empire
ISBN: o-435-30995-2
Publisher: Heinemann

Historical Storybooks: Little Flame and the Great Queen: The story of Boudicca
ISBN: 0750239077
Publisher: Hodder & Stoughton Children's 18/4/2002

History Journeys: A Roman Journey
ISBN: 075023959X
Publisher: Hodder & Stoughton Children's 15/5/2003

History Starts Here: The Ancient Romans
ISBN: 075024450X
Publisher: Hodder & Stoughton Children's 13/11/2003

Stories From History: Big J: The story of Julius Caesar
ISBN: 0750228520
Publisher: Hodder & Stoughton Children's 16/8/2001

What They Don't Tell You about: Romans in Britain
ISBN: 0340709227
Publisher: Hodder & Stoughton Children's 14/1/1998

Look Into the Past: The Romans
ISBN: 075021922X
Publisher: Hodder & Stoughton Children's 30/4/1999

Look Inside: A Roman Villa
ISBN: 075022682X
Publisher: Hodder & Stoughton Children's 15/8/2002

6. History Curriculum ESO 2

The History Curriculum for E.S.O. 2 is divided into ten main sections as follows:

1. The Invasions; New People enter Western History
2. Feudal Europe and the Rebirth of cities.
3. Medieval Spain: Al Andalus and the Christian kingdoms.
4. The Role of the Church and Medieval Culture.
5. Medieval Art.

6. The Modern World: America before 1492.
7. The Birth of the Modern State and the Discovery of America.
8. The Renaissance and the Modern Religious Conflicts.
9. Rise and Fall of Modern Monarchs; Economy and Society.
10. The Baroque and the "Siglo de Oro" (Spanish Golden Age).

6.1. Introduction

Methodology

- A major aim of the Integrated Curriculum is to develop an imaginative approach to teaching History. Not only do our pupils need to learn historical facts but also show their understanding by making connections between events and changes in the different periods and areas studied.
- Pupils need to be encouraged to evaluate and use sources of information to analyse the past and explain how it can be represented and interpreted in different ways.

Knowledge, skills and understanding

Throughout the year pupils should develop the following skills:

Chronological understanding
- Pupils should be taught to recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.

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Knowledge and understanding of events, people and changes in the past
Pupils will:
- Describe and analyse the relationships between the characteristic features of the periods and societies studied including the experiences and range of ideas, beliefs and attitudes of people in the past.
- Describe the social, cultural and religious and ethnic diversity of the societies studied.
- Analyse and explain the reasons for, and the results of, the historical events, situations and changes in the periods studied.
- Consider the significance of the main events, people and changes studied.

Historical interpretation
Pupils should be taught:
- How and why historical events, people, situations and changes have been interpreted in different ways.
- To evaluate different interpretations.

Historical enquiry
Pupils should be taught:
- To identify, select and use a range of appropriate sources of information: oral accounts, documents, printed sources, media, artefacts, photographs, pictures, music, museums, buildings and sites, and ITC based sources as a basis for independent historical enquiries.
- To evaluate the sources used select and record information relevant to the enquiry and reach conclusions.

Organisation and communication
Pupils should be taught:
- To recall, prioritise and select historical information.
- To select and use, with increasing accuracy, chronological conventions and historical vocabulary appropriate to the periods studied to organise historical information.
- To communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structure narratives, substantiated explanations and the use of ITC.

Language for learning
Through the activities in these units pupils will be able to understand, use and spell correctly; words relating to every topic (see specific details in lessons plans).

Speaking and listening – through the activities pupils will be able to:
- identify the main points or specific data from spoken or recorded discourse. As well as being able to infer meanings from the context.
- understand and perform the activities proposed mainly by the teacher.
- be able to reproduce and rephrase previously given data or information.
- participate in the different stages of classroom work, in the warm up stage and in the carrying out of different spoken activities proposed by the teacher, cooperate in the wrap up activities to assess the good progress of classes.
- cooperate presenting different topics prepared by the students themselves or in small groups.
- create well-developed and organised presentations, following the appropriate rules of cohesion, coherence and pronunciation.

Reading – through these activities pupils will be able to:
- skim and scan texts, that is, understand the main points and specific data from the different texts needed to carry out their tasks, be them their textbooks, ITC texts, encyclopaedias and so on.
- understand and perform the activities proposed by different sources, mainly textbooks, web pages or worksheets among others.
- infer the meaning of new vocabulary and expressions; by using the appropriate clues in the context provided by the written text.
- undertake independent research using knowledge of how texts, databases, etc. are organised and on appropriate reading strategies.

Writing – through these activities pupils will be able to:
- group sentences into paragraphs so that every paragraph expresses one clear idea. Paragraphs should have an appropriate beginning, development and conclusion.
- introduce, develop and conclude pieces of writing and texts appropriately, so that they fit the appropriate rules of coherence and cohesion.
- write narrative, explanatory, argumentative or descriptive texts.
- use capital letters, full stops, question marks, exclamation marks, brackets and dashes correctly.

6.2. Topics

Topic One: The Invasions; New People enter Western History.

Knowledge and understanding of early invasions of Europe

Pupils will:
- Understand the main reasons for the decline of the Roman Empire and their consequences.
- Describe the early invasions of Europe and their effects on civilisation.
- Explain the relation between the decline of the Roman Empire and the various invasions which followed.
- Recognise the importance of the Byzantine Empire in this period.
- Recognise the origins of Germanic peoples and their influence on Europe.
- Understand the organisation of these societies.
- Understand and value the importance of the Islamic culture and make connections of the Muslim beliefs with politics, society and culture.
- Show an interest in the period as an important part of the history of Europe.

Language for learning

TOPICS	Vocabulary/Key Words
Chronology	Roman Empire, Eastern Roman Empire, Byzantine, Barbarians, Invasions, Germanic, Visigothic, Islamic, Frankish, Carolingian.
Society, Religion and the Every day	Hadrian, Justinian, Theodora, Reccared, Leovigild, Euric, Muhammad, Shahadah, Salat, Zakat, Ramadan, Hajj, Ibn Batuta, patriarch, Christian, Orthodox, Arianism, Charlemagne, Slavs, Huns, Vandals, Suevi, Anglo Saxons, Franks, Goths, Ostrogoths, Visigoths, Lombards, Vikings, Normans.
Politics, Government and Administration	Clan, tribe, missi dominici, Aula Regia, Emperor, king, primus inter pares.
Economy	Landowners, stockbreeding, craftsmen.

Key Historical questions on the unit:

How big was the Roman Empire under Hadrian?
What are the "Middle Ages"?
What period in History do they cover?
What was the most important Roman heritage lost?

Who were the Barbarians?
What are invasions?
Who were the Visigoths?
Where did they originate and how did they expand?
What was the Visigoth heritage in Spain?
How did the organisation of Germanic kingdoms differ from that of the Romans?

How did the Byzantine Empire originate and expand?
How was the Byzantine civilisation organised?
What were its most important characteristics?
What was Constantinople like?

What is Islam?
What are the Five Pillars of Islam?
Who was Muhammad?
Where did Islam originate and where did it expand to?
How important were its contributions to art, culture and science?

Who was Charlemagne?
What made him a good king?
Why is he important to European History?

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
2-3 Revis. C	**THE MIDDLE AGES** **How long are the Middle Ages?** **How big was the Roman Empire under Hadrian?** **What had the Romans given us? What was lost?**	Locate in time and space some important events of the Middle Ages. Understand and assess the extension and importance of the Roman Empire and the meaning of its decline.	Create a timeline to use in the classroom or as a notebook exercise in which students can get every new event noted down. Study in the maps provided in these resources, the changes of the Roman Empire from 330 BC to 70 AD. Complete a blank map of Europe and Northern Africa to show the extension of the Roman Empire at the time of Hadrian, at its height. Discuss the extension of Rome and recall the most important heritage of the Romans.	http://www.mrdowling.com/703middleages.html http://www.historiasiglo20.org/MEC-BC/2-5-1.htm The Roman Conquest of the Mediterranean: interactive map http://explorethemed.com/RomeMed.asp?c=1 http://explorethemed.com/fallrome.asp?c=1
1-2 Revis. C	**INVASIONS: The Breakup of the Mediterranean Unity.** **Who were the Barbarians?** **What are Invasions?**	Identify and locate in historical maps or in other graphic forms the peoples who were forced by the Huns and destroyed the stability of the Roman World. Locate chronologically these communities. Understand the causes and consequences of the invasions in the breakup of the Mediterranean Unity.	Watch a documentary, note down and comment on the movements that caused the decline of the Roman Empire. Read, label and locate in a blank map the different peoples that invaded the Roman Empire. Presentation: Explain and show in a European map the different migrant invaders pushed by the Huns. Group work in which every group has to talk and present a different people: Huns, Goths, Vandals, Suevi, etc. Complete the online activity: a writing frame studying the invasions. This could be set as Group work or Pair work.	The Dark Ages: documentary History Channel (downloaded in YouTube where it is divided in ten sections of about 9' each) http://www.youtube.com/watch?feature=endscreen&NR=1&v=Je_KwUUP7l8 and following videos. http://gurukul.ucc.american.edu/dgolash/slide7.htm (colour map of invasions) http://www.ucalgary.ca/applied_history/tutor/firsteuro/invas.html (text will need to be adapted for pupils, has some useful maps and extra links) Chapters 39 and 40 "A Short History of the World" H. G. Wells Penguin Classics (July 31, 2007) ISBN-13: 978-0141441825 http://www.gutenberg.org/files/35461/35461-h/35461-h.htm#chapXL http://www.glencoe.com/qe/qe119.php?&st=1315&pt=2&bk=34

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 EXT	**THE VISIGOTHS AND SPAIN** **Who were the Visigoths?** **Where did they come from?** **How long did they rule the Spanish Peninsula?** **What was the Visigothic heritage?**	Identify and locate the Visigoths in historical maps or in other graphic media. Locate chronologically the most important events in Visigothic Spain. Connect and Contrast this period in Spanish history to the European Germans, and to the Roman World.	Study and represent on a map the origin and migration of the Visigoths. Create a timeline or solve a jumbled text to show the most important events in Visigothic history: from the Danube banks to the Kingdom of Toledo. In a table show how the Visigoths continued with some Roman institutions, customs, etc. And how they also provided some new customs, traditions and institutions from their Germanic background. Write some biographical data of Euric, Leovigild and Reccared. (LL)	http://www.ucalgary.ca/applied_history/tutor/firsteuro/imgs/map21.html http://europeanhistory.about.com/od/historybypeoples/a/overvisigoths.htm http://www.turismo-prerromanico.es/arterural/base/visiging.htm http://www.carlaz.com/phd/cea_phd_chap1.pdf Reference for teachers http://www.qantara-med.org/qantara4/public/show_document.php?do_id=1305&lang=en http://www.tacitus.nu/historical-atlas/regents/iberian/visigoths.htm
1-2 C	**THE BYZANTINE EMPIRE** **Where did the Byzantine Empire originate?** **How and where did it expand?**	Identify the origins of the Byzantine Empire. Understand the connection in time and area between the Roman and the Byzantine empires. Locate chronologically some important events in Byzantine history. Understand the role of some important people in History.	Brainstorm ideas about Justinian and about the Byzantine Empire using the mosaic at San Vitale in Ravenna. Complete a blank map by colour coding the origins and early invasions by the Byzantines into Europe. Illustrate on a timeline the most important victories and defeats of the Byzantine Empire. Write some biographical notes on the lives of Justinian and Theodora. (LL)	http://traumwerk.stanford.edu/philolog/Justinian.jpg http://www.historyguide.org/ancient/lecture17b.html http://www.historyforkids.org/learn/medieval/history/byzantine/justinian.htm http://www.roman-emperors.org/justinia.htm

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 EXT	**How was the Byzantine civilisation organised?** **What were its most important characteristics?**	Recognise the most important characteristics of the Byzantine Empire. Show an understanding of the significance of this Empire in history. Draw conclusions from a comparison of two different Empires and their organisation.	Remind pupils of some of the points covered in the previous lesson, with special reference to the reign of Justinian and Theodora. With the help of relevant texts, images etc. Explain and illustrate the most important characteristics of the Byzantine Empire, including social and political organisation, religion, art etc. Referring back to the revision covered in the first lesson, ask the pupils to find similarities and differences comparing this Empire with the Romans.	http://www.roman-emperors.org/justinia.htm http://www.roman-empire.net/ http://www.salem.k12.va.us/shs/habeeb/notes.html
1 IGCSE EXT.	**What was Constantinople like?**	Use real sources and relevant documents to explain, understand and value the importance of Constantinople in the medieval world.	*Ibn Batutta meets the Byzantine emperor.* Read a primary source to get a first impression by a person who visited Constantinople during the Byzantine dominion.	http://www.fordham.edu/halsall/byzantium/ http://www.fordham.edu/halsall/source/1354-ibnbattuta.asp
1-2 C	**THE ORIGIN OF ISLAM** **What is Islam?** **What are the five Pillars for Muslims?** **Who was Muhammad?** **Where did Islam originate and where did it expand to?** **How important were its contributions to art, culture and science?**	Identify the relationship of the Muslim religion and Islamic culture. Understand the central role of Muhammad in Islamic History. Locate in space the development and extension of Islam. Locate chronologically the Islamic world. Understand and value the importance of the Islamic culture and make connections of the Muslim beliefs with politics, society and culture.	Complete a brief diagram or a worksheet with the Five Pillars of Islam. Read and take notes on the life of Muhammad. Complete a worksheet about Muhammad's life. Show on a blank map the extension of the Muslim world from its beginning to around 1500, at the end of the Middle Ages. Create a timeline or add a parallel timeline to the one started in the beginning lessons, to contrast the Christian to the Muslim worlds. Show the pupils where Islam's origins were and give a brief description of the main characteristics of this civilisation and its influence on art and science.	http://www.muslimkids.co.uk/5-Pillars/5-pillars.html http://www.btinternet.com/~tony.poulter/downloads/download.htm Chapter 43 "A Short History of the World" H. G. Wells Penguin Classics (July 31, 2007) ISBN-13: 978-0141441825 http://www.gutenberg.org/files/35461/35461-h/35461-h.htm#chapXL http://www.pbs.org/empires/islam/index.html http://www.schoolshistory.org.uk/worksheets/Islam/TheLifeofMuhammad.doc http://www.muhammad.net/ http://www.schoolshistory.org.uk/islamactivities.htm http://www.historyforkids.org/learn/islam/history/history.htm http://www.schoolshistory.org.uk/arabexpansion.htm http://www.mei.edu/content/islamic-civilization http://www.pbs.org/empires/islam/eduk12plan.html http://www.historyforkids.org/learn/islam/history/history.htm http://www.american.edu/projects/mandala/TED/SPICE.HTM

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 C	**THE FRANKS** **Who was Charlemagne?** **What made him a good king?** **Why was he so important to European history?**	Understand and value the importance of Charlemagne in creating a stable power in Medieval Europe.	Create a flow chart or a star diagram showing all the important consecutions of Charlemagne. Add a timeline and map of the Frankish kingdom.	Chapter 45 "A Short History of the World" H. G. Wells Penguin Classics (July 31, 2007) **ISBN-13:** 978-0141441825 http://historymedren.about.com/od/carolingianempire/a/charlesgreat.htm http://historymedren.about.com/od/carolingianempire/a/charlesgreat.htm http://www.fsmitha.com/h3/map04chrls.htm http://tejones.net/Maps/Charlemagne_Empire.html

Topic Two: Feudal Europe and the Rebirth of cities.

Knowledge and understanding of feudal society and the rebirth of urban life

Pupils will:
- Recognise the different groups of medieval society and analyse their main characteristics.
- Describe the urban rebirth in Europe.
- Distinguish and describe the main functions and features of medieval rural and urban areas.
- Explain the growth of commerce and trade and the structure of urban society.
- Show an interest in medieval history and regard it as an important stage of present day Europe.
- Be aware of the social inequalities that existed in medieval times: serfdom vs. knights.

Language for learning

TOPICS	Vocabulary/Key Words
Chronology	Normans, Anglo Saxons, Feudalism.
Society, Religion and the Every day	Vassalage, serf, serfdom, lord, overlord, bonds, guilds, clergy, knights, squires, count, duke, villain.
Economy	Feudal, Manor, Vassal, tithe, apprentice, craftsman, burghers, fallow, crop rotation, demesne.
Conflict	Magyars, Vikings, Slavs, Lombards, pillage, plundering.
Culture and Arts	Doomsday book, Bayeux Tapestry.

Key historical questions on the Unit:

Who was William the Conqueror?

How did he organise his kingdom?

What does the "Magna Carta" represent in the political development of Britain?

What was the Doomsday Book?

What is feudalism?

What was life like for peasants?

What was life like for rural areas?

How did agriculture reform cause a demographic growth?

Why was there a rebirth of cities?

How did commerce change?

What was the new social class in city life?

How did craftsmen live?

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 C	**WILLIAM I AND THE FEUDAL SYSTEM.** **Who was William the Conqueror?** **How did William and the Normans control Britain?**	Understand and explain the new power acquired by monarchs in this period. Assess the appropriateness of the feudal system to control a new territory and to generate both economic profit and social and political bonds between the king and his noblemen.	There are several possible ways to use these worksheets. One could be: • Study and assess William I claim to the throne and his victory at Hastings (1066). • Analyse the problems William found and how the feudal system helped him create a new order controlled by him and his dynasty.	http://www.schoolhistory.co.uk/year7links/conquest_worksheets.shtml http://www.schoolhistory.co.uk/year7links/1066/williamI.pdf http://www.schoolhistory.co.uk/year7links/1066/williamproblempage.pdf http://www.schoolhistory.co.uk/year7links/1066/williamsanswers.pdf
1 IGCSE EXT	**THE BAYEUX TAPESTRY** **What happened in Britain in 1066?**	Use real sources and relevant documents to explain, understand and value the importance of objects to show events in the past from a different perspective	Study the tapestry and the events it shows. Using the page's selection of topics the students may decide on one topic to study. Or they may just see all the scenes to have a basic idea of the Battle of Hastings.	http://www.bayeuxtapestry.org.uk/Index.htm http://www.bayeuxtapestry.org.uk/activities/bayeuxtap-tw.pdf http://www.bayeuxtapestry.org.uk/activities/bayeuxtap-william.pdf
1 IGCSE EXT	**THE DOMESDAY BOOK** **Why did the first Norman kings want to create a document about their kingdom?**	Use real sources and relevant documents to explain, understand and value the importance of archives and how much they tell us about the past.	Study why and how this kind of census was possible and how it was recorded. Read a part of the text and analyse its information and the purpose for having recorded it.	http://www.historylearningsite.co.uk/domesday.htm http://www.domesdaybook.co.uk/index.html http://www.domesdaybook.co.uk/life.html http://www.nationalarchives.gov.uk/education/lessons/lesson44.htm http://www.nationalarchives.gov.uk/dol/images/examples/pdfs/essex2.pdf

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
	THE MAGNA CARTA **What was the Magna Carta?** **How were feudal monarchs controlled?** **What does the Magna Carta represent in the British world?**	Define what the Magna Carta is, the rights it guaranteed and why it was accepted. Define the long-term consequences and advantages of the creation of the Magna Carta.	Locate extracts of the Magna Carta and choose those which are still valid nowadays. Complete a worksheet about the Magna Carta.	http://www.schoolhistory.co.uk/year7links/john_worksheets.shtml
1-2 C	**FEUDALISM** **But, what is feudalism?** **What was life like for peasants?**	Identify the three main groups which society was divided into: noblemen, clergy and peasants. Understand the basic features of the economic system of Feudal Europe.	Read these worksheets and complete the Feudal Pyramid. Complete a cloze text about the three strata in medieval society. Describe and assess the bonds that tied the feudal social system. Identify the obligations of peasants to their lords and to the church. Define some new terms like tithe, etc.	http://www.pearsoned.com.au/LinkedFiles/Free/0733926940/hist9ws03.pdf Feudal system and Pyramid and the Magna Carta; a photocopiable source http://bogglesworldesl.com/files6/medieval_cloze.doc http://web.nickshanks.com/history/medieval/manor http://www.historylearningsite.co.uk/feudalism.htm http://www.historylearningsite.co.uk/feudal_services.htm http://www.historyonthenet.com/Medieval_Life/feudalism.htm http://www.schoolhistory.co.uk/year7links/life/WorkingForTheLord.pdf http://www.schoolhistory.co.uk/year7links/peasants/peasantsrevolt.pdf http://www.historyguide.org/ancient/feudalism.html http://www.learner.org/interactives/middleages/feudal.html http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ac35

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1 EXT	**What was life like in rural areas?** **How did agricultural reform cause a demographic growth?**	Make inferences and deductions about Feudal agricultural society from illustrations or video material. Ask and answer relevant questions about life and feudal society. Describe the most important agricultural innovations of this age.	Complete a diagram explaining the rotation of crops. Define the main obligations of the peasants. Write a short diary entry for a person living in as a peasant. (LL) Complete a table explaining the technical innovations in agriculture and their outcomes.	http://www.learner.org/exhibits/middleages http://www.historyforkids.org/learn/medieval/Kidipede Simple for pupils to look for information. http://www.schoolhistory.co.uk/year7links/life/WorkingForTheLord.pdf http://www.historyonthenet.com/Medieval_Life/farming.htm Well laid out page.
1 EXT	**THE FEUDAL INSTITUTIONS** **VASSALS AND THE OATH OF LOYALTY** **What was life like for knights, for those who fought?**	Recognise the role of the nobility in hierarchical society. Extract information about the nobility in feudal society from relevant primary and secondary sources. Show an understanding of the important role of vassalage to sustain feudalism.	Complete a vocabulary or topic web to illustrate the stages of becoming a knight. Read texts or watch some video extracts of knights in the Middle Ages: King Arthur, Robin Hood, Ivanhoe... (LL) Role play an interview with a page living in a medieval castle. (LL)	http://www.pbs.org/wgbh/nova/lostempires/trebuchet/ http://bogglesworldesl.com/knights.htm http://www.scotttrees.com/middleages/ http://history-world.org/Mid%20political_organization.htm http://www.schoolhistory.co.uk/year7links/castles.shtml http://www.btinternet.com/~timeref/castindx.htm http://www.nationalgeographic.com/features/97/castles/enter.html Interactive game

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 C	**THE REBIRTH OF CITIES** **What was town life like in the Middle Ages?** **How did craftsmen live?** **What was the new social class in city life?** **Where were the most important cities in Europe?**	Understand and assess the social changes that city life brought to the feudal world. Identify the different trades created and still existent in the world. Relate this group to the rising of a middle class in society. Explain how a new middle class was being formed. Locate in space the most important medieval cities in Europe.	Role-play a dialogue to introduce some basic ideas of medieval life in a town. A card game to introduce the different professions and decide where to settle in a series of towns. Define the most common professions in the urban areas and comment on the ones that still exist today. Define the guild system and explain its advantages and disadvantages for a craftsman and a guild master. Write a short diary or role play a day in the life of an apprentice. (LL) Using maps observe the location of the main Middle Ages cities. Complete a map of the main medieval cities.	http://www.schoolhistory.co.uk/year7links/life/tourofchichester.pdf http://www.schoolhistory.co.uk/year7links/life/medtownmap.pdf http://www.schoolhistory.co.uk/year7links/life/groups.pdf http://www.historyonthenet.com/Medieval_Life/towns.htm http://www.camelotintl.com/village/trade.html http://www.learner.org/exhibits/middleages/townlife.html http://web.nickshanks.com/history/medieval/careers http://www.channel4.com/history/microsites/H/history/guide12/part05.html http://www.public.iastate.edu/~gbetcher/373/guilds.htm http://www.historylearningsite.co.uk/medieval_guilds.htm http://www.medieval-life.net/life_main.htm http://www.historylearningsite.co.uk/medieval_towns.htm http://www.medieval-life-and-times.info/medieval-life/medieval-merchant.htm http://explorethemed.com/Venice.asp?c=1
1-2 C	**MEDIEVAL COMMERCE**	Describe the main commercial routes and the commodities in which they traded. Explain how commerce and banking grew throughout this age.	Using a blank map complete the commercial areas in Europe and the main trade routes. Complete a table with the products and their origin and main trade routes. Ask and answer questions related to the changes in commerce and the birth of banking.	http://www.camelotintl.com/village/trade.html http://www.learner.org/exhibits/middleages/townlife.html http://en.wikipedia.org/wiki/Spain_in_the_Middle_Ages http://web.nickshanks.com/history/medieval/trading

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Topic Three: Medieval Spain: Al Andalus and the Christian kingdoms.

Knowledge and understanding of Al Andalus and the Christian kingdoms.

Pupils will:

- Understand the importance of the Islamic conquests in the Iberian Peninsula.
- Recognise the main social and economic characteristics of Al Andalus.
- Be aware of the influence of Islam in the Iberian Peninsula.
- Show an interest in the period as an important part of the history of Spain.
- Analyse the presence of Christian and Muslim cultures in the Iberian Peninsula.
- Study the kingdom of Castile and Aragon and their expansion.
- Understand the importance of Spain's expansion in the Mediterranean area.
- Show an understanding of the social changes which took place between the two cultures.
- Explain the reasons and consequences of the re-conquest and repopulation of the peninsula.
- Show an understanding of Spain as a meeting point or melting pot between the Muslim and Christian civilisations.

Language for learning

TOPICS	Vocabulary/Key Words
Chronology	Emirate, Caliphate, Taifas, Hegira
Society, Religion and the Every day	Arabs, Berbers, Muladis, Moors, Almoravids, Almohads, Mozarabs, Mudejars, Moriscoes, Nasrids, Jews, Christians, Abbasid, Umayyad, Qur'an, Madinat, Medina, Souk.
Politics, Government and Administration	Al-Andalus, Caliph, Emir, Tariq, Musa, Taifas, Abd-al-Rahman, Al Hakam, Boabdil, Al Mansur, Courts, Basque, Navarre, Castile, Castilian, Saragossa, sceptre, Leonese, Seville, Wilfred the Hairy.
Economy	cotton, paper, salt, silk, satin, pepper, stamps, clocks, soaps, rulers, maps, globes, furs, velvets, parias, mestas (cattle routes), stockbreeding
Conflict	Aljubarrota, *Capitulations*, suzerainty
Culture and Arts	Algebra, Algorithm, mosque, arabesque, calligraphy, geometric, Averroes, Maimonides, minaret, horseshoe arch, compass, gunpowder.

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Key Historical questions on the unit

What was Al Andalus?
How did the Muslims conquer the Iberian Peninsula?
How did they integrate into society?
What were the most important places in Al Andalus?
Who were the most important people in Al Andalus?
What was Islamic society like?
How was it organised socially?
How did its economy develop?
How did Islam influence art?
How did Islam influence science?

What does the re-conquest mean?
What were the most outstanding events?
What were the Christian Kingdoms in the Iberian Peninsula?
How did the Christian kingdoms expand?
Who were the most important leaders and Monarchs?
How did the Christian kingdoms organise politically?
Why was expansion in the Mediterranean area so important for the Kingdom of Aragon?
What was the situation like for the Jews?

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 C	**What was Al Andalus?** **How long did it last?** **How did the Muslims conquer the Iberian Peninsula in 711?**	Locate in time and space the Islamic culture in the Iberian Peninsula. Understand the causes and consequences of the invasion of Spain.	Complete a series map using this web link to show the extent to which the Muslims dominated Spain in different periods. Create a timeline to use in the classroom or as a notebook exercise where students can get their new events noted down. Create a flowchart to explain the invasion by Tariq and the subsequent events and consequences for Spain.	http://explorethemed.com/reconquista.asp?c=1 http://libro.uca.edu/payne1/index.htm http://www.mrdowling.com/703-moors.html http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=15688 http://www.historyforkids.org/learn/islam/history/spain.htm http://www.historyforkids.org/learn/islam/history/history.htm http://lcweb2.loc.gov/cgi-bin/query/r?frd/cstdy:@field(DOCID+es0015) http://www.fsmitha.com/h3/h08hispania.htm
2-3 C	**Why was Al Andalus so important** **How did Islam influence art and culture and science?** **Who were some important people in Al Andalus?** **What were some important contributions of Islamic Spain?** **Importance of Spanish Islamic Art**	Locate and assess the importance of Muslim Spain. Appreciate, understand and value the cultural heritage of the Islamic civilisation in Spain. Understand the rich legacy to be preserved, known and communicated to future generations. Develop an understanding of the important role of Islamic culture in the Iberian Peninsula.	Complete or revise the maps in the previous lessons. Use the maps to locate the most important cities in Islamic Spain. Watch a documentary online. And describe the importance of Spain in a PowerPoint presentation or poster. Describe the city of Cordoba. Students create a report or complete a cloze text about Cordoba around the year 1000. Study the images of the Mosque in Cordoba, the Alhambra or the ruins of Madinat al-Zahra. Students may produce a documentary, a web page or just a poster of these monuments. Create in small groups or pairs a presentation of an important person or invention relevant to our lives today.	http://explorethemed.com/reconquista.asp?c=1 http://topdocumentaryfilms.com/an-islamic-history-of-europe/ http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=15688 http://www.hispanicmuslims.com/andalusia/andalusia.html http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=15688 http://www.fsmitha.com/h3/h08hispania.htm http://www.pscinc.com/Portals/0/Publications/year1000/year_ten_hundred.pdf http://www.historytoday.com/akbar-s-ahmed/spains-islamic-legacy http://www.european-heritage.org/spain/lugo/birth-al-andalus http://www.womeninworldhistory.com/women1000.html http://womeninworldhistory.com/notables.html http://islam.about.com/od/islamart/tp/clipart.htm http://islam.uga.edu/IslArt.html http://islam.uga.edu/IslArt.html#Art http://islam.about.com/od/islamscience/a/islamscience.htm http://www.saudiaramcoworld.com/issue/198203/science.the.islamic.legacy-science.in.al-andalus.htm

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 C	**What were the different periods in Islamic Spain History?** **How tolerant was Islamic society?** **What was "convivencia"?**	Understand the ideas of change and continuity and the evolution from the invasion to the different government forms to the decline of Islamic rule. Understand the diverse nature of society in Al Andalus.	Continue the timeline and flow chart proposed at the beginning of this unit. Matching card game of words and definitions from Islamic society and coexisting religions and peoples. (LL) Analyse the coexistence of the different classes as well as the different religions in Islamic Spain. Debate on this matter.	http://www.bbc.co.uk/religion/religions/islam/history/spain_1.shtml http://www.european-heritage.org/spain/lugo/birth-al-andalus http://www.historyforkids.org/learn/islam/history/spain.htm http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=15688 http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=15688
1-2 C	**What were agriculture and commerce like in Al-Andalus?**	Identify the most important economic activities of Al Andalus. Locate in space and understand the extension of Islamic commerce.	Using a diagram show the different economic sectors in Islamic Spain. Divide a pie chart into three and show the primary sector: stockbreeding, agriculture, the secondary sector: crafts and the tertiary sector: intercontinental commerce. Create a map or revise a map from the Expansion of Islam and show the most important commercial places in Asia, Africa and the Islamic conquered territories in Europe: cities like Damascus, Baghdad or Cordoba should appear.	http://thisisthehistoryofspain.wordpress.com/the-iberian-peninsula-in-the-middle-ages-al-andalus/economy/ http://www.european-heritage.org/spain/lugo/birth-al-andalus http://www.mei.edu/content/islamic-civilization http://www.mei.edu/content/economic-aspects-islam http://web.nickshanks.com/history/medieval/trading

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 C	**THE RECONQUEST: The Christian Military Expansion in Spain.** **What was the Reconquest?** **What were the most outstanding events?** **What were the different kingdoms in the Spanish Peninsula?**	Understand the steps taken by the Christians to gradually occupy the peninsula. Show an understanding of historical progression of the different crowns and define their evolution in the Re-conquest process. Identify the new political organisation that led the Reconquest in both present day Portugal and Spain.	Complete a map with the evolution of the Reconquest: analysing the most important military advances. Create a new timeline to show the most important events between 718 and 1492. Explain the main differences between the two territories: Christian with four Kingdoms and revise the development of the Muslim civilisation: the Taifa kingdoms, Almohad and Almoravid empires. A simpler exercise could be completing this WORKSHEET. It could even be good for slow learners.	http://explorethemed.com/reconquista.asp?c=1 http://explorethemed.com/Saracens.asp?c=1 http://www.sispain.org/english/history/reconque.html http://thisisthehistoryofspain.wordpress.com/the-iberian-peninsula-in-the-middle-ages-the-christian-kingdoms/ http://thisisthehistoryofspain.wordpress.com/the-iberian-peninsula-in-the-middle-ages-the-christian-kingdoms/the-first-resistance-centres/ http://www.historyforkids.org/learn/islam/history/almohads.htm http://libro.uca.edu/payne1/index.htm http://www.ucalgary.ca/applied_history/tutor/eurvoya/Iberian.html http://www.learnnc.org/lp/editions/nchist-twoworlds/1677 http://www.mariesontag.com/7th_Grade/Per._3,_4,_6_Classwork_Homework_files/Reconquista.pdf
1-2 C	**How did the different kingdoms expand?** **Who were the most important leaders and monarchs in each kingdom? For example:** **Who was Alfonso VI?** **How did the different kingdoms organise politically?**	Identify and locate spatially the different contenders in the Reconquest. Identify and assess the role of some important leading characters and organisations in the expansion of the Christian kingdoms. Understanding the political system of the Christian kingdoms.	Develop several timelines or make short class presentations to show how the different kingdoms expanded and evolved. Create a brief biography of the most important kings, leaders or military orders. A Spanish Link could be created by doing any kind of activity revising, assessing or just enjoying the heroic figure of EL CID (SL). Define the main structures in the Spanish political system and their roles by completing mind map.	http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=ecf http://www.spain-barcelona.com/general/history/f-reconquest.htm http://thisisthehistoryofspain.wordpress.com/the-iberian-peninsula-in-the-middle-ages-the-christian-kingdoms/stages-of-the-reconquest/ http://www.ucalgary.ca/applied_history/tutor/endmiddle/monarchies4.html http://www.lleida.org/domustempli/english/order.htm http://www.lleida.org/domustempli/english/route.htm http://www.newadvent.org/cathen/03769a.htm (El Cid, from a catholic Encyclopaedia) http://www.ucalgary.ca/applied_history/tutor/eurvoya/Iberian.html http://www.ucalgary.ca/applied_history/tutor/endmiddle/monarchies4.html http://history-world.org/Mid%20political_organization.htm

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 C/ EXT	**Why was expansion in the Mediterranean area so important for the Kingdom of Aragon?**	Understand how the commercial contact with other countries enriched the Catalan-Aragon culture.	Search on the Internet for information on the expansion of the Kingdom of Aragon. Complete a blank map, and explain each part of the expansion.	http://explorethemed.com/AragonMed.asp?c=1 http://explorethemed.com/reconquista.asp?c=1 http://explorethemed.com/Saracens.asp?c=1 http://www.uv.es/EBRIT/macro/macro_5005_95_57.html http://libro.uca.edu/payne1/payne5.htm
1 EXT	**What was the situation like for the Jews?**	Identify the situation and the importance of the Jewish community during the Islamic and the Christian rule in Spain. Show an understanding of the Jewish influence on Spanish medieval society.	Investigate how the Jews contributed greatly to the wealth and civilisation of Spain, all banking and money lending were under their control. Examine the evidence of the Jewish civilisation in their own locality: the Jewish quarter, synagogues, the story of El Cid and the chest he left to the Jewish money lenders.	http://www.pbs.org/wnet/heritage/pdfs/episode4.pdf http://www.thirteen.org/edonline/teachingheritage/lessons/lp3/learning.html

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Topic Four: The Role of the Christian Church; Medieval Culture.

Knowledge and understanding of The Role of the Church; Medieval Art and Culture.

Pupils will:

- Describe the consequences of the plague in the latter part of the Middle Ages.
- Show an understanding of the social change which took place.
- Learn about the medieval church and its impact on people's everyday lives.
- Explain the beliefs of the Catholic Church, the concept of Christendom.
- Recognise the role of monasteries and nunneries in medieval life.
- Demonstrate detailed knowledge of the church as a powerful, international organisation in the Middle Ages.
- Explain the reasons and consequences of the crusades.
- Show an understanding of different reasons for participating in a pilgrimage.
- Analyse the rise and growth of the universities and culture in medieval times.
- Explain the main features of Romanic and Gothic art.

Language for learning

TOPICS	Vocabulary/Key Words
Society, Religion and the Every day	Pope, archbishops, bishops, parish priests, prior, nun, monk, friar, abbot, ordinary people, mass, confession, healing the sick, baptism, wedding, bury, funeral, doom painting, tithe, Christian, Christendom, pilgrimage, Heaven, Hell, Purgatory, Crusade, Templar, Hospitallers, Cister, Cluny, mendicant orders, grammar, rhetoric, dialectics, Trivium , Quadrivium, heresy
Economy	Spices, dates, chess, wheelbarrow, algebra, irrigation, water wheel, carpets, compasses
Conflict	Crusades, Military orders
Culture and Arts	Church, shrine, cathedral, tithe barn, monastery, abbey, relic, cloister

Key historical questions on the Unit:

What was the church like in the Middle Ages?
What importance did the church have in society?
How powerful was the church?
Who was Thomas Becket and why was he murdered?
What was St. Benedict's rule like?
What were the Crusades?
What new products did the crusaders bring with them?
What was the Children's Crusade?
How did culture develop in the Medieval Ages?
What were the main pilgrimage routes?
Who was who in the Middle Ages?
Who was Marco Polo?
Were there any important women in Medieval History?

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 C	**THE MEDIEVAL CHURCH** **What was the Church like in the Middle Ages?** **How important was the church in society?** **How powerful was the church?**	Show the extent to which the church had a unifying cultural role in medieval society. Analyse the role of the church in controlling everyday life.	Extract information on the church in the Middle Ages from various worksheets. Explain how the church was organised and how it controlled people's ordinary life. Create a star diagram showing the different areas of influence of the church around 1500.	http://www.schoolhistory.co.uk/year7links/church_worksheets.shtml http://www.historylearningsite.co.uk/medieval_church.htm http://www.schoolhistory.co.uk/year7links/life/monksnunsjobs.pdf http://www.britainexpress.com/History/TheMedievalChurch.htm http://www.schoolhistory.co.uk/year7links/church/PoweroftheChurch.pdf

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 C	**Who was Thomas Becket?** **Why was he murdered?** **What was the church's influence in Norman Britain?**	Understand the reasons why Henry II named Thomas Becket, Archbishop of Canterbury and why they never reached an understanding. Describe Thomas Becket and what he represents for British history.	Analyse through a questionnaire the role of Thomas Becket. Complete a cloze text about the events leading to Thomas Becket's murder. Brainstorm ideas and compare them with the influence of the church in this and in other periods.	http://asp.eteach.com/exlink. asp?area=resources&url= http://www.schoolshistory.org. uk/thomasbecket.htm http://www.educationforum. co.uk/ICT/becket.htm http://www.schoolhistory.co. uk/year7links/church/ Powerof theChurch.pdf
1 IGCSE EXT	**How were monasteries governed?** **Saint Benedict's rule**	Use real sources and relevant documents to explain, understand and value the importance of archives and how much they tell us about the past.	(IGCSE) Read and assess the strict rules that governed monasteries in the Middle Ages.	http://www.eyewitnessto history.com/monastery.htm http://www.btinternet. com/~timeref/abbyindx.htm
1-2 EXT	**THE CRUSADES** **How did Christianity extend?** **What were the Crusades?** **What did the crusaders bring to Europe?**	Show an understanding of the reasons for the magnitude of the crusades. Locate both chronologically and in space the Crusades. Value the contribution of the crusades to enhance the set of inventions and new products available in the medieval world.	Complete a concept map and a real map of the Near East to build up a picture of the expansion of the crusades. Observe maps and read suitable texts to discover when the main crusades were the main personalities, the timeline, the results of the main crusades... Explain the legacy of the crusades: inventions, new knowledge, new goods...	http://www.schoolhistory.co.uk/ year7links/crusades/crusades. pdf http://www.mrdowling. com/606islam.html http://www.paradoxplace.com/ Insights/Crusades/Crusades. htm#4th%20Crusade Lots of illustrations and maps http://www.historylearningsite. co.uk/england_medieval.htm http://www.historylearningsite. co.uk/the_crusades.htm http://www.historylearningsite. co.uk/cru3.htm
1-2 EXT	**1212 THE CHILDREN'S CRUSADE** **Why did the parents of thousands of children let them go on a crusade?**	Explain the reasons why children went on a crusade in 1212. Describe the routes, difficulties and the outcomes of the Children's crusade. Show an understanding of the impossibility of completing the crusade.	Fill in a blank map with the two different routes of the children's crusades. Observe on a map the main landforms the children had to cross, and calculate the distances they might have travelled a day. Write a brief account of the journey to Jerusalem. (LL)	http://www.historylearningsite. co.uk/children's_crusade.htm http://www.historyguide.org/ ancient/children.html http://www.jaconline.com.au/ downloads/sose/children- crusade.pdf Simple summary map and questions

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 C	**MEDIEVAL CULTURE** **How did culture develop in the Medieval Ages?** **Were there Universities in the Middle Ages?**	Show an understanding of how the main universities were founded and where they were situated in Europe. Analyse the reasons for the renovation of intellectual life between the 11th and 13th centuries. Describe the seven liberal arts studied in the universities.	Analyse the renovation of intellectual life in Europe: the monasteries and parish priests lost influence, cities and the new religious orders gained more influence, a rediscovery of the works of ancient philosophers such as Aristotle. Explain the creation of urban schools and why they led to the formation of universities.	http://www.historylearning site.co.uk/medieval_univer sities1.htm http://stbalazs.wikispaces. com/file/view/Chapter+10. pdf http://communication.ucsd. edu/bjones/Books/rise.html
1-2 EXT	**What were the main medieval pilgrimage routes?**	Recognise the important role of pilgrimage routes in Europe. Explain the importance of these pilgrimage centres not only from the religious aspect but also from the social and economic aspects. Describe briefly the history and the route to a pilgrimage centre.	Using ICT Web quests, sources and maps explain why pilgrimage routes existed around Europe and how they favoured trade and commerce. Ask and answer questions. Discuss the various possible motives of pilgrims, including those who travelled to get closer to God and those for whom pilgrimages were pleasurable holidays. Collect information in order to write a short report on two great pilgrim centres: Santiago de Compostela in Spain and Canterbury in England. (LL)	http://www.red2000.com/ spain/santiago/index.html http://www.santiagode compostela.org/turismo/ index.php?txt=turismo&lg =ing http://www.canterbury-cathedral.org/ http://courseweb.stthomas. edu/medieval/chaucer/ chaucer.htm http://courseweb.stthomas. edu/medieval/chaucer/ middleenglish-main.swf

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 EXT	**Who was who in the Middle Ages?** Using different sources find out information about Spanish and British people who were influential in this period of time. **Who was Marco Polo?** **Were there any important women in the Middle Ages?**	Show an awareness of some of the biographies of the most influential people in the Middle Ages. Become aware of the importance and attractiveness of Marco Polo's journeys. Understand and improve the knowledge around women's history situation.	Write a biography explaining the importance of this person in this era. (LL) Write a short biography, or create a narrative related to Marco Polo's experiences. Create a poster or Power Point presentation about an important and unknown woman in history.	http://socsci.gulfcoast.edu/rbaldwin/new_page_2.htm http://www.timeref.org/ http://www.netserf.org/People/ http://www.answers.com/topic/marco-polo

Topic Five: Medieval Art.

Knowledge and understanding of the Renaissance and of the Religious conflicts.
- Identify the cultural wealth of the Middle Ages.
- Appreciate and value the main artistic works of art in the Middle Ages.
- Develop historical skills: assessing real sources and historical evidence.
- Develop interpreting skills in the analysis and comments of works of art.
- Perceive and respond to Aesthetic and artistic stimuli such as some medieval and Islamic works of art.

Language for learning

TOPICS	Vocabulary/Key Words
Chronology	Pre-Romanesque, Romanesque, Islamic, Gothic, Mudejar.
Society	Master, apprentice, mason, quarryman, roofer, sculptor, glass cutter, stone cutter, mortar maker, blacksmith.
Culture and Arts	Column, aisle, nave, pillar, arches, vault, buttress, flying buttress, gargoyles, stained glass, tympanum, Tetramorphos, tower, spire, pointed, barrel, deambulatory, chapels, altar, crypt, capital, engraving, crucifixion, hieratic, diptych, Triptych, Poliptych, portrait, velatura, viewpoint.

Key historical questions on the unit
How much do you know about medieval art?
What were the different elements that made up a Cathedral?

What were Pre-Romanesque churches if compared to the Cathedrals?
How was the Virgin Mary and the Child represented?
What was a tympanum?
What did it represent?
What are the differences between Romanesque and Gothic painting?
Were books illustrated?
Was there a specific Spanish style in the Romanesque and Gothic periods?

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 C	**MEDIEVAL ARCHITECTURE** **How much do you know about medieval art?** **What are the different elements that make up a Romanesque and a Gothic Cathedral?** **What were Pre-Romanesque churches like if compared to cathedrals?**	Recognise the importance of medieval art and its presence in our lives. Identify the most important architectural characteristics of Medieval Churches and Cathedrals. Assess the aesthetic and perceptual qualities of buildings.	Brainstorm ideas about medieval art. Medieval Art Alphabet; every letter must stand for a word related to art. Like: C for Cathedral. Label different diagrams to show the most important elements in Cathedrals. Present in graphic form the structural, mass, window surface and size differences of the three different styles. Describe how cathedrals were made or watch a part of the series "The Pillars of the Earth" based on the famous novel. Do the BBC quiz online to learn about the architecture of a church.	http://www.pitt.edu/~medart/menuglossary/INDEX.HTM http://www.answers.com/topic/romanesque http://www.historylearningsite.co.uk/medieval_church.htm http://www.learn.columbia.edu/Mcahweb/index-frame.html http://www.kids.net.au/encyclopedia-wiki/me/Medieval_architecture#Some_Romanesque_Cathedrals http://www.btinternet.com/~timeref/archrch.htm http://arthist.cla.umn.edu/aict/html/medieval.html http://arthistoryresources.net/ARTHmedieval.html#general http://archive.cyark.org/search-romanesque-filter- http://archive.cyark.org/search-romanesque-filter-Projects?gclid=CJqz7J2U8a4CFcgntAodqRizLg http://www.historylearningsite.co.uk/building_a_medieval_cathedral.htm http://www.medievaltimes.info/medieval-art-and-architecture/index.html http://www.timeref.org/ http://www.bbc.co.uk/history/british/launch_gms_church_int.shtml

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 C	**MEDIEVAL SCULPTURE** **How did Sculptors represent The Virgin and child?** **What was a tympanum? What do they tell?**	Identify and assess the different stylistic characteristics of medieval sculpture. Know medieval tympanum sculpture and its meaning.	Create a table to compare the different ways in which the Virgin Mother and Jesus are represented. Do a basic or more complex sketch of a series of tympanum and label them. Write a short text about the scenes represented in a tympanum of the student's choice.	http://arthistoryresources.net/ ARTHgothic.html http://www.metmuseum.org// toah/hd/virg/hd_virg.htm http://www.metmuseum.org/toah/ hd/face/hd_face.htm http://www.memo.fr/en/article. aspx?ID=THE_ART_023 http://www.bc.edu/bc_org/avp/ cas/fnart/arch/romanesque_arch. html http://www.medievaltimes.info/ medieval-art-and-architecture/ pre-romanesque-art-and- architecture.html
1-2 C	**MEDIEVAL PAINTING** **How was painting different in the Romanesque and the Gothic period?** **Were books illustrated? What were pictures like?**	Identify and assess the stylistic characteristics of Romanesque and Gothic painting. Appreciate the heritage of Spanish painters in their culture. Appreciate and value the illustrations in *The Duke of Berry MS*.	Compare using a table, two examples of painting from the Romanesque and the Gothic period in Museo del Prado. Narrate the different episodes that appear in a fresco or in an altar piece. Read and complete the worksheets and games proposed on this page.	http://www.all-art.org/ history144-3.html http://www.museodelprado.es/en/ the-collection/online-gallery/on- line-gallery/zoom/1/obra/soldier- or-beater/oimg/0/ http://www.museodelprado.es/ en/the-collection/online-gallery/ on-line-gallery/obra/original- sin-the-hermitage-of-santa-cruz- de-maderuelo/ http://www.museodelprado.es/ en/the-collection/online-gallery/ on-line-gallery/zoom/1/obra/ altarpiece-of-saint-christopher/ oimg/0/ http://www.museodelprado.es/ en/the-collection/online-gallery/ on-line-gallery/obra/saint-domin ic-of-silos-enthroned-as-a-bishop/ http://www.artbible.info/art/ large/649.html http://www.bergerfoundation.ch/ picasa/jeb.html http://gardenofpraise.com/art27. htm

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 C	**THE MOZARAB AND MUDEJAR ART** **Did Spain have a specific style during the Romanesque and the Gothic Period?**	Identify value and understand the importance of these specific Spanish styles. Appreciate the importance of the multicultural influence in Spanish Art History.	Create an index card to give to tourists explaining the most important characteristics of a Mozarab and a Mudejar work of Art.	http://www.spainisculture.com/en/estilos_artisticos/mozarabe.html http://www.spainisculture.com/en/estilos/mudejar/ http://www.medievaltimes.info/medieval-art-and-architecture/pre-romanesque-art-and-architecture.html http://arthistoryresources.net/ARTHmedieval.html#general

Topic Six: The Modern World – America before 1492.

Knowledge and understanding of the Modern Age and the Mayan, Incan and Aztec civilisations.

Pupils will:
- Identify the basic features of the Modern World.
- Identify the main features of the civilisations existing in America before 1492.
- Be aware of cultural changes in Europe and America as a result of the development in society, technology, culture and so on.
- Develop their map and vocabulary skills applied to historical knowledge.
- Feel interest in knowing and enjoying our historical and cultural heritage both in European and American terms.

Language for learning

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

TOPICS	Vocabulary/Key Words
Chronology	Aztec, Mayan, Inca, Columbian, Renaissance
Society, Religion and the Every day	Reformation and Counter Reformation, Roman Catholic Church, Protestantism, maritime, ship-building, printing, Western and Eastern Hemispheres.
Politics, Government and Administration	Governing techniques (bureaucracy), bureaucratic states
Economy	Bankruptcy, taxation
Conflict	Gunpowder weapons, horse cavalry, conquest

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Key historical questions on the unit

What do we mean by Modern Age?
What are the chronological and geographical limits of the Modern World?
What are the major developments and changes in the Modern Era?
How important was its contribution to art, culture and science?

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-2 C	**What is the Modern Age?** Using some important words and a text, introduce students to the most important features of this new period. Provide students with some of the most important facts and defining facts.	Show an understanding of the new features of this period. Show a basic understanding of the most important facts in Europe just after 1492. Evaluate the importance of the period by having a quick look at its most important events and people.	Identify words related to the Modern Era. Completing a definition of this period. Sequence a series of events in chronological order. Search mrdowling page to get a general idea of the Modern Era.	WORKSHEET UNDERNEATH http://www.bbc.co.uk/history/ http://www.mrdowling.com/704renaissance.html
1-2 C	**What was America like before 1492?** Show the location of the Aztec and Inca Empires and that of the Mayan civilisation. Summarise the key features of their social, economic, cultural and ritual characteristics. This is an interesting lesson in terms of revision; especially because of their being civilisations similar to Ancient ones in Europe; that is civilisations without the iron technology or even the use of wheel transport. Provide and elicit questions to compare these civilisations to Ancient European ones.	Identify the major cultures in America before 1492. Identify the key cultural and historical characteristics of these civilisations. Recognise and appreciate the cultural heritage of the civilisations.	Locate the most important civilizations, colour a blank map of America. Complete some texts with essential information of the three cultures. Search, organise and show photographs from holiday brochures or the internet of Central and South American archaeological sites.	http://www.pbs.org/opb/conquistadors/home.htm http://nativeamericans.mrdonn.org/index.html

The Modern Age

Worksheet

HISTORY is divided into different _____. One of these is the Modern Age.

1) **Sort out the following words; some relate to the Modern Era, while others refer to a different moments in History.**

Alexander the Great	King Arthur	Baroque	Caravelles	Absolutism
C. Columbus	Lincoln	The Black Death	Gothic	Renaissance
Mona Lisa	The Great Fire of London	The Fall of Constantinople	Hitler	Internet
Potatoes	Charles V	Cars	Chocolate	Michelangelo
Modern state	Printing	Reformation	The discovery of Antarctica	
The discovery of America	Le Roi Soleil	feudalism	The Romans	mercantilism
The statue of Liberty	capitalism	The pharaohs	The Tudors	Phillip II
Napoleon	Kennedy	humanism	The Parthenon	

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2) **The following text is a definition of the period. Read it and complete the gaps using some words from the previous exercise.**

The term **Early Modern** or **Modern Age** was coined by scholars to refer to Western Europe and its colonies between the years 1400 and 1800 A.D. that is from the (a) _____ to the French Revolution. As for the **beginning of this period** there are several possible dates, some say it was (b) _____ in the year 1453, others say it was (c) _____ in 1492. 1492 is also the date for the conquest of Granada, while in Britain it is thought that the Battle of Bosworth in 1485 marked the beginning of this era with a new dynasty in power, (d) _____ being their first King Henry VII.

As for **the end of the period**, there are mainly two options: The French Revolution 1789 or the start of the Industrial Revolution around 1750.

Much as we can discuss the limits of the period, this is a new era with its **own characteristics**; different from the medieval times, culturally marked by the (a) _____ and (e) _____, in **religion** it was characterised by (f) _____. **In Economy**, this period saw the beginning of (g) _____ and a theory called (h) _____.

This period is therefore defined by modernity but also by traditional roots: **modernity** - because it was characterised by individualism, democratic feelings and the advent of technological change; traditional for the period is rooted in the immediate past, shaped by familial responsibility, religious fervour and the belief in monarchical government. In this last aspect this era will see the development of (i) _____, a strong government which led to (j) _____.

The Modern Age may be considered a time of transition between medieval times and the contemporary world; however it has its own personality and beauty.

This period is therefore defined by modernity but also by traditional roots: modernity - because it was characterised by individualism, democratic feelings and the advent of technological change; **traditional** for the period is rooted in the immediate past, shaped by familial responsibility, religious fervour and the belief in monarchical government. In this last aspect this era will see the development of (i) _____, a strong government which led to (j) _____.

The Modern Age may be considered a time of transition between medieval times and the contemporary world; however it has its own personality and beauty.

3) **Draw a TIMELINE in your Notebook or use the teacher's worksheet, it should be big enough for you to add more dates during the year.**

Include:

The fall of Constantinople 1453 / The discovery of America 1492 / Reformation started in 1517 / The sack of Rome 1527 / The Council of Trent 1545 / The Spanish Armada defeated 1588 / Phillip II (1556-1598) / The Industrial Revolution starts around 1750 / The French Revolution 1789

Now select some other dates and include them on your timeline (at least ten) you should include some images as well. Once you have completed this part, show it to your teacher.

Make it as beautiful as possible, impress your teacher!

Images by:
http://etc.usf.edu/clipart/

Topic Seven: The Birth of Modern States and the Discovery of America.

Knowledge and understanding of Modern States and the European Expansion to America.
- Describing the political transformations that shaped Modern States.
- Describing the new role of the Monarch, their education, their role in society, their role in the government and in their own cultural and religious context.
- Distinguishing the new concept of Hispanic Monarchy.
- Understanding the causes and consequences of the expansion of Europe in America.
- Analysing the exterior and interior policies of the most important monarchs.
- Analyse connections between the Christian crusading tradition and Spanish expansion within the peninsula and in overseas exploration.

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Language for learning.
Through the activities in this unit students will be able to understand, use and spell correctly the following words:

TOPICS	Vocabulary/Key Words
Chronology	Habsburg, Discovery, Pre-Columbian
Society, Religion and the Every day	Astrolabe, caravel, compass, manoeuvre, sail, Cape of Good circumnavigate, Silk route, portulan chart, hull, mast, anchor, Isabella, Ferdinand, Catholic Monarchs, Henry the Navigator, Bartolomeu Dias, Vasco da Gama, Christopher Columbus, Ferdinand Magellan (Magalhães), Juan Sebastián Elcano, Francis Drake, indigenous, Moctezuma, Hernán Cortés, Francisco Pizarro, Atahualpa.
Politics, Government and Administration	Croyal Council, bureaucracy, Treaty of Tordesillas, Viceroyalty of New Spain and V. of Mexico, viceroy, Council of the Indies.
Geographical terms	Castile, Aragón, Silk route, Ceuta, Madeira, Canary Islands, Atlantic, Caribbean, Azores, Cape Verde, Magellan Strait, Philippines, the Indies.
Conflict	Conquer, Bartolomé de las Casas, pirate

Key historical questions on the unit

What was the world like in the 15th century?
Who were the most important kings and queens of the period?
Why were they important?
How did monarchs ally with other monarchs?
Why did Christopher Columbus or Prince Henry the Navigator want to discover new territories?
How many continents did people discover from Marco Polo to Ferdinand Magellan?
What did Columbus tell us about his expedition?
What are the names of other important sea explorers?
Who was Francis Drake?

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
2-3 C	**THE BIRTH OF THE MODERN STATE** **What was the world like in the 15th century?** **What were kings and queens like?** **Were Isabel I, Fernando of Aragon and Henry VIII relatives?** Investigate some important and anecdotal facts about their lives.	Understand the limits of the world known before the Age of Discoveries. Show an understanding of early modern monarchies. Know the most relevant monarchs and the importance of their decisions. Know about Genealogy.	Using the blog, colour a map to show the world known by people before the discovery of America. Using different sources note down, and explain the changes that these new monarchs brought about in Spain and Britain in terms of territorial expansion, the position of the monarch as compared to the nobles and the religious importance of the Catholic Monarchs Create a family tree connecting the families.	http://ancientworldmaps.blogspot.com/search/label/15th%20century http://www.worldatlas.com/webimage/testmaps/maps.htm http://www.slideshare.net/papefons/the-catholic-monarchs-7944373 http://www.slideshare.net/vilklinton/the-catholic-king-and-queen http://www.tudorhistory.org/
2-3 C	**THE DISCOVERY OF AMERICA** **Why did Christopher Columbus or Prince Henry the Navigator want to discover new territories?** **How many continents did people discover from Marco Polo to Ferdinand Magellan?**	Identify the new territories; explain the causes for the Discoveries. Identify and assess the role of the most important explorers. Locate in time the evolution of the Age of Discoveries.	Study the causes for the Age of Exploration. Study and present orally a famous explorer: Henry the Navigator, Christopher Columbus, Ferdinand Magellan, John Cabot, Bartolomeu Dias, Francis Drake, Diogo Cão, Francis Drake, etc. Students prepare a presentation in pairs while rest of students complete an index file and a map with the new routes. Create a timeline showing the most important explorers and areas discovered or explored.	http://library.thinkquest.org/J002678F/welcome.htm http://www.ruf.rice.edu/%7Efeegi/ http://www.ruf.rice.edu/%7Efeegi/maps.html http://www.answers.com/topic/age-of-exploration http://www.ucalgary.ca/applied_history/tutor/eurvoya/ http://library.thinkquest.org/J002678F/welcome.htm

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1 hour IGCSE work	**What did Columbus tell us about his expedition?**	Use real sources and relevant documents to explain, understand and value the importance of the discoveries and the explorers.	Read the text about Columbus's first voyage and analyse it in terms of the new experiences and findings and how the Admiral felt.	http://www.learnnc.org/lp/editions/nchist-twoworlds/1677 http://www.eyewitnesstohistory.com/columbus.htm http://www.schoolhistory.co.uk/year8links/explorersworksheets.shtml

Topic Eight: The Renaissance and the Modern Religious Conflicts.

Knowledge and understanding of the Renaissance and of the Religious conflicts.
- Identify the cultural wealth of the Renaissance.
- Explain the changes in ideas (Humanism), in religion (Reformation and Counter Reformation) and in art (Renaissance) in the Modern Era.
- Appreciate and value the main artistic works of art in Renaissance Europe.
- Develop historical skills: assessing real sources and historical evidence.
- Distinguish the most important features of the religious movements of the period and relate them to present day religious ideas.
- Develop interpreting skills in the analysis and comments of works of art.
- Perceive and respond to Aesthetic and artistic stimuli such as some renaissance works of art.

Language for learning.
Through the activities in this unit students will be able to understand, use and spell correctly the following words:

TOPICS	Vocabulary/Key Words
Chronology	Trecento, Quattrocento, Cinquecento.
Society, Religion and the Every day	Reformation, Martin Luther, Lutheranism, theses, indulgences, Protestantism, Catholicism, Calvin, Calvinism, John Knox, Papal critics, devout, heretic, Anglican, clergyman, Puritan, Catholic Reformation, Council of Trent, Society of Jesus..
Artists	Michelangelo, Raphael, Leonardo da Vinci, Brunelleschi, Giotto, Mantegna, Piero della Francesca, Vitruvio.
Culture and Arts	Engraving, Fresco, oil, canvas, dome, linear perspective, classical, harmony, composition, patronage, focal point, Grisaille, self portrait, sfumatto.

Key historical questions on the unit
What was the Renaissance?
What were the ideas expressed by Renaissance artists?
What was Humanism?

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What does the Vitruvian Man mean?
Who is Leonardo?
What were Michelangelo and the Sistine Chapel like?
What other artists were there? What works of art are they famous for?
What was the Reformation?
Who was Luther?
What are the differences between Catholics and Protestants?
Where in Europe did Catholics and Protestants live?
Who were other important Catholics or Protestants?

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h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1-C	**THE RENAISSANCE OF ART AND CULTURE.** **What were the ideas expressed by Renaissance artists?** Rediscovery of classical world. Humans as the centre of the Universe. Importance of the Printing press. The new status of artists. **What was Humanism?** **Leonardo da Vinci: Artist, engineer and genius.** **Michelangelo: the artistic character; the Sistine Chapel.**	Analysis of a work of art. Assess the importance of knowledge and new ideas in the Modern Age. Achieve information from an audio document and transfer it to a written form. Understand and value the social and artistic role of men and women in history. Search real sources to explain the new position of artists and to understand the genius Michelangelo was.	Describe and Infer ideas by analysing the VITRUVIAN MAN. Students describe the picture and infer Renaissance ideas from this work of art. Listen to an mp3 text to gather the most important information. Search on the life, work and genius of Leonardo. Students can even take a quiz to know if they are geniuses. Read, understand the text about Michelangelo and add more information to their analysis of the Vitruvian Man.	http://www.leonardo-da-vinci-biography.com/images/vitruvian-man-large.jpg http://www.squidoo.com/leonardo_da-vinci http://www.mrdowling.com/audio/704-humanism.mp3 http://www.mos.org/sln/Leonardo/LeoHomePage.html http://www.pbs.org/empires/medici/renaissance/leonardo.html http://www.eyewitnesstohistory.com/mefrm.htm http://www.mrdowling.com/704-art.html
2-C	**What other Renaissance works of art were important?** Show the stylistic characteristics of the Renaissance in architecture, sculpture and painting. Brunelleschi, Alberti, Bramante, Donatello, Michelangelo, Piero della Francesca, Mantegna, Botticelli, Dürer, Pieter Brueghel, El Greco… this is just but a brief list of some famous artists of the Renaissance.	Produce an oral presentation about an artist of the Renaissance. Analyse and understand some important works of art. Become familiar with vocabulary related to art and its techniques. Assess the beauty of some images related to this art movement.	**Oral and visual presentation:** Students choose an artist. Working in pairs or individually they search information and pictures to make an oral presentation. Then they introduce the artist and corresponding work of art to their colleagues so that they know an artist best. Decorate Students' notebooks, classroom, etc. with Renaissance images.	http://www.visual-arts-cork.com/renaissance-art.htm http://www.metmuseum.org/toah/hd/itar/hd_itar.htm http://www.huntfor.com/arthistory/renaissance/earlyrenaiss.htm http://arthistoryresources.net/ARTHrenaissanceitaly.html http://arthistoryresources.net/ARTHrenaissanceeurope.html http://www.pbs.org/empires/medici/florence/index.html http://etc.usf.edu/clipart/

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
2-3 C Extra History and LL	**THE REFORMATION** **Who was Martin Luther?** Biography The 95 Theses The Beginnings of the Reform The Diet of Worms **What exactly is a protestant or a catholic?** **Where in Europe did Catholics and Protestants live?** **Protestant and Catholic important characters in History and Literature.**	Understand the importance of religious conflicts in the Modern World. Analyse the differences between the Protestant and Catholic churches. Locate in space the extension of Catholic and Protestant countries. Understand and value the social and religious role of men and women in history.	**Worksheet. Reading Comprehension.** Read and answer the questions about Martin Luther. **Worksheet, Crossword and Quizzes. Study.** Read and compare Protestant and Catholic ideas, cult, priests, etc. After studying it students can have fun on the web by completing the crosswords or answering the quiz. **Map**: Complete and colour a map to show the division of Europe after the Reform. Show and tell. Make a presentation and show some quotations of a protestant or a Catholic leader or writer, like John Knox, Calvin, Erasmus, Saint John of the Cross or Saint Teresa of Avila	http://www.martinsclass.com/worldhistory/wp-content/uploads/2009/12/Reformation-Worksheet.pdf http://www.schoolhistory.co.uk/year8links/reformationworksheets.shtml http://www.historyonthenet.com/Tudors/protestant_catholic.htm http://www.schoolhistory.co.uk/year8links/elizabeth/reformationmap.pdf http://history.hanover.edu/texts.html http://www.fordham.edu/Halsall/mod/modsbook02.asp real sources like: The Interior Castle or The Spiritual Canticle of the Soul http://www.pbs.org/empires/medici/renaissance/counter.html http://www.newadvent.org/cathen/l.htm

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Topic Nine: Rise and Fall of Modern Monarchs; Economy and Society.

Knowledge and understanding of the Tudor and the Habsburg dynasties.

- Describing the new role of the Monarch, their education, their role in society, their role in the government and in their own cultural and religious context.
- Distinguishing the new concept of Hispanic Monarchy.
- Analyse the character, development and sources of wealth of the strong monarchies in Europe.
- Identify the growing importance of other powers like Great Britain and the Netherlands.
- Explain mercantilism and evaluate how it influenced patterns of economic activity.
- Understand relationships among the rise of powerful states, the expansion of trade and transoceanic exploration.
- Analyse cause and effect relationships in the rise of Modern monarchs, Absolutism and other forms of government.
- Analyse how individualism and the fight to control the absolute power of monarchs led to the idea of a participatory government.

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Language for learning.

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

TOPICS	Vocabulary/Key Words
Chronology	16th Century
Society, Religion and the Every day	Head of the Church, Protestantism, Anglicanism
Politics, Government and Administration	Holy Roman Emperor, dynast, inherit, Burgundy, Habsburgs, Tudors, Hispanic Monarchy, Parliament, parliamentary, Absolutism, Absolute Monarch, heir, descendant, court, divine right, Dutch, United Provinces, State, nation, "valido", Republic, Le Roi Soleil.
Economy	Treasury, mercantilism.
Conflict	Behead, Reformation, Invincible Armada, Spanish Armada, Civil War

Key historical questions on the unit

What were Charles V's main objectives?
Who was Henry VIII and why did he divorce his wives?
Who was Philip II?
Who was Elizabeth I?
Why did Philip II and Elizabeth II become enemies?
What were the territories of Charles V and his son Philip II?
Why did the Habsburg dynasty come to an end in Spain?
What is Absolutism?
Who was Louis XIV?
Apart from Monarchies were there other forms of government in Europe?
What is mercantilism?

In this Unit there are a very important number of web sites offering free worksheets, very well prepared and ready to use that allow dozens of hours of work.
http://www.schoolhistory.co.uk/year8links/reformationworksheets.shtml
http://www.primaryresources.co.uk/history/history3.htm
http://www.historyonthenet.com/Tudors/tudorsmain.htm

However the part of this Unit dealing with the Habsburgs hasn't got so much help, there is a web page devoted to Philip II that makes a reference to his son Philip III and to the Emperor very briefly; and then there are worksheets for the Spanish Armada from a British point of view.
http://www.historylearningsite.co.uk/Phillip.htm
http://www.historyonthenet.com/Tudors/spanish_armada.htm

We do propose a set of lessons, but as the wealth of resources on the Tudor side is interesting, there are many possible ways to follow these two dynasties.

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
2C	**MODERN MONARCHIES: The Hapsburgs and Tudors.** **Charles V: Emperor, Dynast and Defender of the faith.** Charles V and Henry VII created two powerful dynasties in Europe. They also had a clear vision of the role of their families and strengthened the monarchy. Their heirs found a consolidated nation and power. **Who was Henry VIII?** **Why did he have to divorce so many times? Was he a powerful king?** **Philip II: the Hispanic Monarchy A Spanish and** Catholic Monarch. A worldwide empire. The economic problems. **Philip II and Elizabeth I: From fiancé to fierce enemy.** **Elizabeth I** **The Spanish Armada**	Understand and assess Charles's vision of himself as a dynast, a knight, a defender of the faith and as an emperor or leader as shown in the picture at the Prado Museum. Identify and locate in Europe the Emperor's inheritance. Distinguish the different aspects in the evolution of the power of the Tudors, as well as the problems and solutions provided by this dynasty. Understand and value the social and religious role of men and women in history. Obtain and use relevant data to assess and explain the role of two powerful monarchs. Obtain and use relevant data to assess and explain the events leading the disaster of the Invincible Armada. Locate in time and space the most important events in the reigns of the Habsburg monarchs	Describe and Infer ideas by analysing the picture by Titian Emperor Charles V on horseback. (Victory at Mülhberg). Students describe the picture and infer Charles's vision of himself through this portrait. Share information, students are given a card showing the inheritance Charles V received from his grandparents. Completing a family tree. Worksheets: Under the title `The English Reformation', there are a series of worksheets that allow studying the Tudor Monarch from many sides. A good set would be the image, the power of the king and the problems faced by the Tudor family. Compare Philip II to his father, first use the portrait written by an ambassador and refer to pictures of both the Emperor and his son. Compare the territory both inherited, their governments, successes and failures. This may be turned into some notes or a class display or a Ppt presentation. Worksheet and analysis of the differences between the two monarchs. Worksheet. Explain the events surrounding the Spanish Armada defeat. Analyse to what extent it was a defeat to Spain and such a big success to Britain. Create a chart with important events in the reigns of the monarchs mentioned.	http://www.museodelprado.es/en/the-collection/online-gallery/on-line-gallery/obra/emperor-carlos-v-on-horseback/ http://mrshappyhousewife.com/homeschooling/art/titian-lesson-plans.html http://en.wikipedia.org/wiki/File:European_dominions_of_Charles_V_(1519).jpg http://www.schoolhistory.co.uk/year8links/reformationworksheets.shtml http://www.schoolhistory.co.uk/year8links/tudor/imagehenryviii.pdf http://www.schoolhistory.co.uk/year8links/tudor/The_Power_of_the_King.pdf http://www.schoolsnet.com/pls/hot_school/sn_primary.page_pls_unit_detail?x=16180339&p_unit_id=77 http://www.historylearningsite.co.uk/Phillip.htm http://www.historylearningsite.co.uk/Phillip_ll_the_man.htm http://www.schoolhistory.co.uk/year8links/elizabeth/ElizabethI.pdf http://www.schoolhistory.co.uk/year8links/armadaworksheets.shtml http://www.historylearningsite.co.uk/tudor_england.htm http://www.primaryresources.co.uk/history/history3.htm http://www.luminarium.org/renlit/eliza.htm http://www.britainexpress.com/History/index.htm http://www.hyperhistory.com/online_n2/History_n2/a.html

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
1C	**Who was the last Habsburg monarch?** **Was Louis XIV a relative of the Habsburgs?**	Use and exploit a present day text to understand the causes of the situation of Charles II and how it led to the end of his dynasty. Use, interpret and create a family tree to analyse and present the connections of the Habsburgs and the French monarchs.	Read a newspaper article to understand the effect of repeated marriages of relatives in the Habsburg family. Create a family tree to understand the claim to the throne of the French Bourbons.	http://www.hyperhistory.com/online_n2/History_n2/a.html http://www.telegraph.co.uk/news/worldnews/europe/spain/5158513/Inbreeding-caused-demise-of-the-Spanish-Habsburg-dynasty-new-study-reveals.html http://www.historylearningsite.co.uk/louis_xiv.htm
1C	**ABSOLUTISM** **What is an Absolute monarch?** **Was Louis XIV an Absolute Monarch?**	Distinguish and understand the most important events and ideas leading to a new form of government. Obtain and use relevant data to assess the role and government style of monarchs.	Complete a star diagram showing the different powers assigned to absolute monarchs. Compare the text and the information provided by the star diagram.	http://www.historylearningsite.co.uk/absolutism_and_france.htm http://www.bbc.co.uk/history/historic_figures/louis_xiv.shtml http://wikis.engrade.com/mpalughi
1C	**OTHER FORMS OF GOVERNMENT AND TRADE:** **Britain and The United Provinces**	Understand the most important events and ideas leading to a new form of government. Distinguish the different aspects in the evolution of political economic change, as well as the problems and solutions provided by these nations.	Look up different sources and complete the worksheets provided to assess the sources of wealth and the political changes in Britain and in the Netherlands. Define mercantilism (an economic practice adopted by European colony powers to become self sufficient). Explain the rivalry of European nations over precious metals, raw materials and commercial dominance. Create timelines to show the most important events leading to the wealth of these Empires.	http://www.nipissingu.ca/department/history/MUHLBERGER/2155/17thimp.htm http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=ifb http://www.frbsf.org/publications/education/greateconomists/grtschls.html http://www.historylearningsite.co.uk/stuart_england.htm http://www.schoolhistory.co.uk/year8links/civilwar/howgoverned.pdf http://www.schoolhistory.co.uk/year8links/civilwar/Cromwellheroorvillain.pdf

Topic Ten: The Baroque and the "Siglo de Oro" (Spanish Golden Age).

Knowledge and understanding of the Baroque and the Spanish Golden Era.
- Identify the cultural wealth of the Baroque.
- Appreciate the main artistic works of art in Italy, Spain and Britain.
- Develop artistic skills in the analysis and commenting of works of art.
- Perceive and respond to aesthetic and artistic stimuli such as Baroque works of art.
- Perceive the need to protect our artistic heritage so that other generations will enjoy it as well.

Language for learning.
Through the activities in this unit students will be able to understand, use and spell correctly the following words:

TOPICS	Vocabulary/Key Words
Chronology	Seicento, Siglo de Oro, Spanish Golden Age.
Society, Religion and the Every day	Counter reformation, Saint Teresa of Jesus, Saint John of the Cross.
Artists	Bernini, Borromini, Caravaggio, Ribera, Velázquez, Murillo, Zurbarán, etc.
Culture and Arts	Excess, Baroque, ornamentation, opulent, composition, dynamic, tension, energy, façade, chiaroscuro, tenebrism, naturalistic, dramatism, pictorial, still life, trompe l'oeil , landscape, genres, world as a stage.

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Key historical questions on the topic:
Why is Baroque called Baroque?
What are the most important features of Baroque art?
What were the most important cities?
Why was it a realistic kind of art?
What was the position of artists in society and who were the most famous ones?
Who were the main artists in Spain?
What about literature?
What is your experience with the works of art you have seen?

h	Lesson Content	Learning Objectives	Suggested Activities	Resources
2-3 C (AL)	**BAROQUE TREASURES** **A (virtual) visit to the Prado Museum.** *The Prado Museum enjoys one of the most important collections of Baroque artists worldwide. In fact one of the most important Art Centres were some Spanish cities like Seville or Madrid. A visit to this museum is a must in our students' lives. However excursions to Madrid are not easy or cheap, so a virtual visit to the Museum web page can provide a good enough experience.* *Colleagues who teach Art history or Arts and Crafts teachers could be invited to make a presentation of the period and artists.* **What about the rest of Europe? What was Baroque art like there?** Reinforce and consolidate all the major features, schools, artists and characteristics of Baroque art.	Produce an oral presentation about an artist of the Baroque Age. Analyse and understand some important works of art. Become familiar with vocabulary related to art and its techniques. Assess the beauty of some images related to this art movement.	Propose and elicit some questions to be used as topics of investigation in web quests or project work. Oral Presentation and Web search. Teacher presentation. Choose and investigate a painter, sculptor or work of art of the Prado Museum. Do a web quest or investigate at the school or city library on the artist or work of art selected. Virtual visits to other important museums such as that of Amsterdam, to provide a wider scope of artists. Presentation of the students' notebooks and impressions, some slides posters and postcards as well as web pages that can be commented on.	http://www.wga.hu/tours/spain/p_17.html http://arthistoryresources.net/ARTHbaroque.html http://cvc.cervantes.es/ACTCULT/museoprado/ http://www.museodelprado.es/en/the-collection/ www.spanisharts.com/prado/prado.htm http://www.rijksmuseum.nl/?lang=en&gclid=CJHPiYOp9a0CFWlntAodMQlDzg http://www.nationalgallery.org.uk/ http://www.khm.at/en/ http://www.louvre.fr/en/homepage http://www.nga.gov/collection/
1 C (SLL)	**The Golden Age in Spain** A project to study an important Spanish author, playwright or poet. This could be a good way to join the Spanish language classroom and do a cross curricular project to be displayed, turn into a web page, or just a presentation.	Evaluate and assess the importance of our cultural heritage by means of a notebook with pictures, student's own drawings and impressions of the visit. They will have to select and explain their favourite work of art of the period. Sharing of ideas to create cooperative work.	Oral and visual presentation in the classroom. Web search: Cooperative work, Group or Pair work to produce a project on an important Spanish artist.	http://www.wga.hu/tours/spain/p_17.html http://www.knight.org/advent/cathen A catholic encyclopaedia including entries of Saint Teresa, Saint John or Velazquez, just text with links to other encyclopaedia entries.

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6.3. Bands of Attainment

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The Integrated Curriculum Programme of study sets out what most pupils should be taught. However, teachers should teach knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later stages so that individual pupils can make progress and show what they can achieve.

> Band 1: 30% pupils will not have made so much progress and will have reached or may be struggling at this level.
> Band 2: 60% pupils will have reached this level.
> Band 3: 10% pupils will have progressed further and will have reached at least this level.

Band 1

Pupils begin to develop an understanding of chronology by their realisation that the past can be divided into different periods of time. They recognise some of the similarities and differences between these periods, and are able to use dates and historical terms correctly. They show knowledge and understanding of some of the main events, people and changes relating to the periods studied. They are beginning to give a few reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented. They begin to demonstrate some factual knowledge of some of the main aspects of the history of Spain and Britain. They are able to use sources of information to make observations about the past and respond to some historical questions. They have a limited but adequate range of vocabulary, which they can use to report their findings and communicate ideas and opinions.

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Band 2

Pupils demonstrate a deeper understanding of chronology and can use dates and historical terminology effectively. They show factual knowledge and understanding of some important aspects of the history of Spain, Britain and the wider world. They are able to use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods. They describe some of the main events, people and changes relating to the periods studied. They give some reasons for, and results of, the main events and changes. They show some understanding that aspects of the past have been represented and interpreted in different ways. They are beginning to select and combine information from different sources. They have an adequate range of vocabulary and are able to use it effectively in order to report their findings and give opinions.

Band 3

Pupils demonstrate a deeper understanding of chronology and can use dates and historical terminology effectively in order to respond to Historical questions. They show increasing depth of factual knowledge and understanding of aspects of the history of Spain, Britain and the wider world. They are able to use this to describe features of past societies and periods and to begin to make links between them. They describe events, people and changes relating to the periods studied. They describe and make links between events and changes and give reasons for, and results of, these events and changes. They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Using their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks. They select and organise information to produce structured work. They have a wide range of vocabulary which they can use effectively in order to respond to historical questions, report findings and communicate ideas and opinions.

6.4. Web sites and bibliography

Books and E-Books

As far as possible the activities suggested in the curriculum have been designed to be carried out without need of a text book. However, WE STRONGLY RECOMMEND THE USE OF THE FOLLOWING TEXTS, even if it is not possible to acquire all of them for student use, it would be highly advantageous for the teacher at least to have a reference copy of each. Most of them come with a photocopiable resource book and the books themselves also contain many excellent sources and ideas for lessons based on an investigative approach.

"A Short History of the World"
ISBN-13: 978-0141441825
Author: H. G. Wells
Publisher: Penguin Classics (July 31, 2007)

> This is a classic in History, it is a masterpiece by a remarkable author, it is well written, with very short and simple texts about every single period in our History including the History of China or India. Curiously the first chapters deal with the Geological History of our planet. It is easily found in Project Gutenberg http://www.gutenberg.org/files/35461/35461-h/35461-h.htm#chapXL where both students and teachers can have free access to this material.

Changing Minds: Britain 1500-1750.
ISBN 0582 29499 1 (and Teachers´ Resource Book with copyable resources ISBN 0582 29496 7)
Author: Christine Counsell et al
Publisher: Pearson/Longman. Harlow, Essex 2005.
http://www.thinkthroughhistory.co.uk/

> Part of the series "Thinking through History" which covers the period from 1066 to the 20th Century. An excellent, lively, original text based on thinking skills and investigation which covers English society in 1500, religious conflict and change (reformation), women in society, science and superstition, and the English Civil War.

Essential Geography and History 1
ISBN: 978-84-294-0683-2

Essential Geography and History 2
ISBN: 978-84-294-0689-4
Publisher: Santillana Richmond, Madrid and London, 2008

> Both books are easy to find and follow ideas of the current curricula in Spanish Secondary education.

Geography and History ESO 1
ISBN: 978-84-939346-0-6
Author: Benedict Barclay, Rebecca Jégou, José Antonio Alejo Álvarez.
Publisher: Lingua Frame S. L. Granada, 2011

Geography and History ESO 2
ISBN: 978-84-939346-1-3
Author: Benedict Barclay, Rebecca Jégou, José Antonio Alejo Álvarez.
Publisher**:** Lingua Frame S. L. Granada, 2011

> Both were recently published, with a very practical page structure, colourful and full of activities.

Heinemann History Scheme Life in Medieval Times Book 1
ISBN: 0 435 32594 9
Judith Kidd, Rosemary Rees & Ruth Tudor
>Much more content than the books mentioned before. Takes an investigative approach to history.

Key Stage 3 Class book: History.
ISBN 1-84075-419-7
Author: Fiona Reynoldson
Publisher: Letts Educational 2000 Edition
>This book is currently out of stock but offers double page lessons with a good organisation to be used in the classroom. It lacks lessons on International affairs as it is thought for a British context.

Living Through History 1 Roman Empire & Medieval Realms
ISBN: 0435 30948 X
Nigel Kelly, Rosemary Rees & Jane Shutter
>Interesting, quite adapted to our students with very suitable activities.

Living Through History 1 Roman Empire & Medieval Realms Foundation Edition
ISBN: 0435 30949 8
Fiona Reynoldson & David Taylor
>Covers the same contents as below but with some more maps and diagrams.

Living Through History 1 Assessment and Resources

Rediscovering the Making of the UK (Britain 1500-1750)
ISBN 0-7195-8544-9 (and Teachers´ Resource Book with copyable resources ISBN 0-7195-8545-7)
Author: Colin Shephard (Schools History project)
Publisher: John Murray (as above)
>Part of the series **"Rediscovering The Past"**, an update of aspects of the Discovering the Past series. An excellent, highly creative, original text based on Depth studies or investigations of English Society, religious conflict and change (reformation), science and superstition, and the English Civil War.

"Societies in Change": Britain 1500-1750 and the French Revolution.
ISBN 0-7195-4975-2 (and Teachers´ Resource Book with copyable resources ISBN: 0719570417)
Author: Colin Shephard (Schools History Project)
Publisher: John Murray / Hodder Headline Group. London 2004
http://www.hoddereducation.co.uk/Subject/History.aspx
>Part of the series **"Discovering The Past"** which covers the period from 1066 to the 20th Century and one of the best selling History texts in England. Covers English society 155-1750, the Reformation, The English Revolution, science and superstition in one half of the book and the French revolution in the other. The text is very rich in sources and takes a thinking, investigative approach.

Spain: A history.
ISBN 0-19-820619-4
Editor: Raymond Carr
Publisher: Oxford University Press 2000
>This is not a text book but schools will enjoy having it; written by some of the most important *Hispanistas* in the world it shows a fresh and deep approach to the History of Spain. Though it is not ready for classroom use, many students may like reading some of the chapters and it

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is an essential Reference book in school libraries, easy to access and it has a twin brother in Spanish published as a paperback.

Think History Book 1 Changing Times 1066-1500
Foundation
Martin Collier, Steve Day
ISBN   0 435 31330 4
>Well presented and illustrated for our students

Think History Book 1 Teaching and Learning File
Martin Collier, Steve Day
ISBN   0 435 31333 9
>Provides lesson plans, resources, plenty of activities, starters, games, and follow-up activities. CD available.

Western Civilization: A brief History Volume II Since 1500
ISBN 0-495-09975-9
Complete fourth edition 0-495-09973-2
Author: Jackson J. Spielvogel.
Publisher: Thomson Wadsworth 2005-2008
>This is a book where history is presented the old way, which is with very extensive texts, smaller images and very deep in its approach, it could probably be used by teachers or as a library resource. It lacks exercises though it seems to offer many ideas even online for students to use.

Web sites

In this section we have tried to include all the pages we have found that are of interest for teachers and students. Some comments have been included for those who do not want to spend hours searching for the right pages; however we can suggest your spending some time on the web, there are lots of hidden treasures for free. We have used an alphabetical kind of order after the http://www.

Sites with teaching Resources:

http://www.bbc.co.uk/schools/websites/11_16/site/history.shtml
>The BBC´s history site for children with information, activities and links to other sites and other areas of the BBC.

http://www.besthistorysites.net/EarlyModernEurope.shtml
>Useful for teachers. This is the basic page to start when wanting to search the Internet; it has a large selection of pages each of them with an appropriate comment to decide beforehand. Worth trying to start here, it covers all the lessons for this year.

http://www.britannia.com/history/h60.html
>Medieval Resources Directory. General reference for teachers.

http://www.channel4.com/history/
>Useful for teachers and students. Also based on TV materials and experience, not as wide in resources as the BBC page, however it supplies enough material and a different perspective.

http://www.channel4.com/history/microsites/H/history/guide12/index.html
>Useful resource site for teachers and pupils.

http://courseweb.stthomas.edu/medieval/chaucer/chaucer.htm
> Geoffrey Chaucer's life told by himself. Easy and interesting for pupils.

http://www.earlymodernweb.org.uk/emr/index.php/category/themes/
> Excellent start for a web quest. This is a general web page with links sorted out in different topics, it is kept by a web mistress as she calls herself, and it includes lots of articles of which there could be a special reference to those related to social minorities.

http://www.education-world.com/
> Useful page mainly for teachers. It has lots of contents including history, but mainly on North American topics, however it also deals with European matters in history, it has lots of links and interesting ideas, five minute fillers, etc.

http://www.education-world.com/a_tech/techlp/techlp052.shtml
> Useful for teachers, it includes a lesson plan for biography writing to be done in the History and the ICT classes.

http://www.educationworld.com/a_lesson/lesson/lesson044.shtml
> Useful for teachers, it gives ideas on how to work on timelines even from primary levels. Practical.

http://explorethemed.com/Maps.asp
> A whole series of maps to watch and interact with.
> Worksheets, rather exercises scanned from a course book. Excellent for Smart boards.

http://www.frbsf.org/publications/education/greateconomists/grtschls.html
> Useful both for students and teachers, this short page explains the main economic schools in history; it is brief and clear enough to get the basics of every single economic trend.

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http://www.guardian.co.uk/Millennium/0,2833,247366,00.html
> Gives coverage of one year's news from 1000 - 1999

http://www.historylearningsite.co.uk/index.htm
> Useful mainly for students though the format is a bit too academic, it is mainly composed of texts and some original sources, it has few images, it is useful for students to create their own notes on some historical periods, mainly devoted to Britain but it also covers some important Spanish Kings like Phillip II and Phillip III. Here are some of the pages with interesting points on this year's topics:

http://www.historylearningsite.co.uk/France.htm
http://www.historylearningsite.co.uk/Phillip.htmhttp://history.hanover.edu/texts.html
http://www.historylearningsite.co.uk/Phillip_II_the_man.htm
http://www.historylearningsite.co.uk/plague_of_1665.htm
http://www.historylearningsite.co.uk/absolutism_and_france.htm

http://www.historyforkids.org/learn/medieval/index.htm
> Good reference site for pupils and teachers.

http://www.historyonthenet.com/Medieval_Life/feudalism.htm
> All about Medieval life includes resources and printable worksheets, timelines and games.

http://www.historyonthenet.com/Lessons/worksheets/tudor.htm
> A bunch of worksheets with every single aspect of Tudor times, the Age of exploration, etc. A British vision.

http://www.historyworld.net/
>Teachers' resource. Includes links, reference material…

http://www.hyperhistory.com/online_n2/History_n2/a.html
>Useful both for students and teachers, it provides information about timelines. Even though it seems complicated and full of information, it can be used to place events in time and to compare different continents and civilisations. *It provides 2000 files for a period of over 3000 years, as they say; it can be used by different headings such as artists, Music or Religion.* So they state.

http://www.learn.columbia.edu/Mcahweb/index-frame.html
>Very useful sights of architecture. Amiens Cathedral.

http://www.learner.org/exhibits/middleages
>Explains all the sectors of feudal life. Useful and easy for students.

http://www.learnhistory.org.uk/
>A good general site for schools.

http://www.luminarium.org/renlit/eliza.htm
>According to the best history links, this site Luminarium, contains searchable texts and supplemental materials for Medieval, Renaissance, There is a list of authors and for each author there is a set of links (mostly external) that lead to biographical information, secondary sources, texts, and more. A guestbook, a powerful search engine.

http://www.mariesontag.com/7th_Grade/Per._3,_4,_6_Classwork_Homework_files /Reconquista.pdf
>A basic worksheet that summarises the Reconquest and the Catholic Monarchs as well.

http://www.martinsclass.com/worldhistory/wp-content/uploads/2009/12/Reformation-Worksheet.pdf
>A readymade worksheet to study Martin Luther.

http://millerncas.tripod.com/notes.html
>Notes and probably blackboard lesson outlines by a Mr. Miller from the Roman Empire to the Renaissance.

http:////www.mos.org/sln/Leonardo/LeoHomePage.html
>Excellent page for students, a motivating way to learn all there is to learn about Leonardo; beautifully presented and illustrated pages. Essential for a web quest about Leonardo.

http://www.mrdowling.com/index.html
>Useful for students. As the Best history sites says: *Mr. Dowling's Electronic Passport helps kids browse the world in his virtual classroom. He introduces students to many civilisations with clear explanations, engaging graphics for kids, and "cool links". His study guides, homework assignments and exams are free and available for you to print or to edit.* The sites visited for this year are:

http://www.mrdowling.com/704renaissance.html
http://www.mrdowling.com/704-exploration.html
http://www.mrdowling.com/704-magellan.htmlhttp://www.historymike.com/europe.jpg

http://www.pbs.org/opb/conquistadors/home.htm
>Useful for teachers and students. Lively presentation, motivating. Best History sites says *"The*

Conquistadors On-line Learning Adventure resource is geared towards middle and high school classrooms to help teach about the Spanish Conquistadors in the New World and the legacy of their contact with Native Americans. There are lesson plans for teachers and in-depth online content for students available in both English and Spanish".

http://www.pbs.org/empires/medici/index.html
Useful and interesting for students and teachers. Not only does it include lots of beautifully presented material but also a virtual tour through Florence, maybe the best way to teach art. It has several sections devoted to different aspects of Renaissance Italy.

http://www.pbs.org/empires/medici/florence/index.html
http://www.pbs.org/empires/medici/renaissance/counter.html
http://www.pbs.org/empires/medici/renaissance/leonardo.html
http://www.pbs.org/wgbh/nova/lostempires/trebuchet/race.html
Medieval arms race. War in the medieval time.

http://www.pearsoned.com.au/LinkedFiles/Free/0733926940/hist9ws03.pdf
Worksheets on the feudal system and social pyramid

http://www.primaryresources.co.uk/history/history3.htm
A very practical web site with worksheets related to several periods in the History of Britain and America.

http://www.salem.k12.va.us/shs/habeeb/IntrotoWorldReligionsonline.pdf
These are the notes of a teacher called Mr. Haber, it includes slides and worksheets about different periods in History.

www.spartacus.schoolnet.co.uk/Medieval.htm
A web site that has information on a wide range of topics including this section about The Medieval World.

www.schoolhistory.co.uk
An excellent site with hundreds of resources submitted by teachers.

http://www.schoolhistory.co.uk/year8links/reformationworksheets.shtml

http://www.schoolshistory.org.uk/
This has information and classroom activities for teachers but not as many as on other sites listed above.

http://www.schoolsnet.com/pls/hot_school/sn_primary.page_pls_unit_detail?x= 16180339&p_unit_id=77
A set of lesson plans to study Henry VIII, a bit too simple for our second graders.

http://www.sispain.org/english/history/
Timelines that include from the first human settlements to Contemporary Spain.

http://www.slideshare.net/vilklinton/the-catholic-king-and-queen
A slide presentation including aspects of the Catholic Monarchs and of the Age of Discoveries. Useful for Smart boards.

http://www.slideshare.net/papefons/the-catholic-monarchs-7944373
This slide presentation focuses in the Catholic Monarchs, short and interesting. Useful for Smart boards.

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www.thinkinghistory.co.uk
> Lots of original ideas for teaching strategies and activities.

http://topdocumentaryfilms.com/an-islamic-history-of-europe/
> An excellent documentary lasting 90 minutes with a very good analysis of the Islamic culture in Spain, Sicily and France. Excellent for Smart boards.

http://www.tudorhistory.org/
> Useful for teachers and for web quests. A web page created by Lara Eakins, probably a good fan of the Tudors, the images are excellent, the texts rather difficult but they can be useful, it includes a section of humour, interesting links and an excellent source of materials and topics. Lovely page.

General Web sites and online encyclopaedias:

In an encyclopaedic format they mostly offer a wide source of information.

http://academickids.com/
> Mostly a wikipedia type of encyclopaedia, for students.

http://www.artcyclopedia.com/history/index.html
> A complete encyclopaedia with hundreds of pictures and of artists to study, it includes a section of women artists.

http://www.bartleby.com/67/601.html
> Useful for teachers or web quests, the format is not as motivating as others and the texts are written in encyclopaedic style. Good reference page full of articles that can be selected in the subject contents page. Its second name is the encyclopaedia of world history.

http://www.bbc.co.uk/history/
> Useful both for students and teachers. Based on TV experience it contains lots of different sites and it provides lots of different ways to present history contents as they state, they *"Bring history to life with animated maps, movies, games, picture galleries, virtual 3D tours and Programme clips".*

http://www.btinternet.com/~timeref/abbyindx.htm
> Timelines and resources with glossary on monasteries and Norman Conquest.

http://www.britainexpress.com/History/index.htm
> Useful mainly for teachers to work on the texts provided, it is a bit of a problem for students as there are even pages referring to hotels, etc., not advisable for a web quest. Devised as a home page for most public institutions it has the format of an encyclopaedia as well. Full of links as serious or nonsensical as one wants, it even includes the shopping places where the Queen's mother used to shop. However it contains well organised historical information.

www.britannica.com/
> Useful mainly for teachers.

http://cybersleuth-kids.com/sleuth/History/Medieval/index.htm
> Very nice web page for students. Covers lots of topics.

http://www.crystalinks.com/byzantine.html
> Good teacher's resource: maps and photos.

http://www.domesdaybook.co.uk/life.html

Life in the 11th Century. Related Links: Glossary, Place name origins, Doomsday Landowners, William the Conqueror…

www.encarta.msn.com

This site has more accessible English for students.

http://www.euratlas.com/time2.htm

Illustrated historical maps

http://www.eyewitnesstohistory.com/mefrm.htm

Useful for students and for teachers as well. Though it has an encyclopaedic format, the contents have a special interest in murder and executions, crime, etc. Motivating. It is a good source of material translated into English presenting the words of people like Christopher Columbus, etc.

http://www.fordham.edu/halsall

According to the previous page this is *"The Internet History Sourcebooks are wonderful collections of public domain and copy-permitted historical texts for educational use by Paul Halsall. The site and its documents are well organised and the breadth of materials is impressive".* It even covers topics like gender studies, the history of minorities. Useful mainly for teachers or for web quests.

http://gardenofpraise.com/art.htm

This is a web page devoted to several artists of European and North American Art History. All of them include a biography, a picture that can be enlarged and some worksheets. It deals with painters from the Gothic period to Present time.

http://gurukul.ucc.american.edu/dgolash/slide7.htm

Colour map of invasions.

http://www.historyguide.org/ancient/lecture17b.html

A useful reference for teachers, but the text will need to be adapted for pupils.

http://history-world.org/
http://history-world.org/alphabetical_table_of_contents.htm

Very interesting and rich page about world history, the Middle Ages are well documented with links to many different aspects of the period, including the Reconquest, the peasants lives', etc.

http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=ifb

History of the Netherlands, encyclopaedia like. Text without images, difficult to link to timelines or quizzes related to the same topic studied.

http://www.learnnc.org/lp/editions/nchist-twoworlds/1677
http://www.learnnc.org/lp/pdf/reading-guide-spain-and-p2661.pdf

An article studying the Spanish expansion from the Reconquest to the Discovery and conquest of America. It includes an article and exercises to understand the content. Maybe thought for college students in the US.

http://libro.uca.edu/payne1/index.htm
http://libro.uca.edu/payne1/payne5.htm

The Library of Iberian Resources Online: A History of Spain and Portugal; Volume One BY Stanley G. Payne. A teacher resource.

http://www.lleida.org/domustempli/english/route.htm
>   A web page devoted to the knights Templar in Spain.

http://www.loc.gov/exhibits/bnf/
>   Useful for teachers and web quests. This page was devised as a general introduction to French politics throughout time from the medieval ages to the 21st Century; it was created to help understand an exhibition with the images and resources of the Bibliothèque Nationale de France. It is well organised and beautifully illustrated.

http://www.medievalplus.com/medieval-history/
>   Excellent resource covers all aspects of medieval life.

http://www.nationmaster.com/encyclopedia/Castile
>   Interesting encyclopaedia with related articles and plenty of links. Quite good for students.

http://www.nationalgeographic.com/features/97/castles/enter.html
>   Interactive game. Very attractive for students.

http://nativeamericans.mrdonn.org/index.html
>   A good web site for students, though it is mostly a written source, it has games that can be used for revision, homework or end of term purposes. Motivating.

http://www.newadvent.org/cathen/
http://www.newadvent.org/cathen/03769a.htm
>   This is a Catholic Encyclopaedia; it offers interesting and very exhaustive information about different historical and artistic characters like el Cid, or Saint Theresa.

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http://web.nickshanks.com/history/medieval/
>   Medieval economy is presented very simply, with short texts and a few maps. This page was written by Nikhil Jariwala around the late 1990's and recovered later. It has different sections devoted to Feudalism, Trade, Medieval professions and commodities, as well as a bibliography section.

http://www.nipissingu.ca/department/history/MUHLBERGER/2155/17thimp.htm
>   Essay style page contrasting the sea powers in the 16th century and the fight of new nations to conquer that status. The growth of the maritime power of the Dutch and British empires.

http://perso.wanadoo.es/antonio.jaraba/i-expansion.htm
>   Teacher's resource and map. Good for the Christian kingdoms in Spain.

http://www.roman-emperors.org/justinia.htm
>   An encyclopaedia of Roman emperors including those of the Eastern Empire as well. Starting in the Middle Ages it covers all periods until our most recent past, the 20th century.

http://www.schoolsliaison.org.uk/kids/aston/changingtimes/changingtimes.htm
>   Very attractive and easy to use by students**.** Attractive journey through history. Great for students and teachers. Beautifully exposed.

http://www.spartacus.schoolnet.co.uk/
>   A really useful site which has its own history encyclopaedia and search engine as well as links to many other sites with a brief description of each.

http://www.teacheroz.com/WesternCiv.htm#spain
>   Mostly a directory taking teachers or students to other web pages, it includes most of the history of Spain. Good start to find a summary of a period.

http://www.ucalgary.ca/applied_history/tutor/eurvoya/index.html
>   This is a web page devoted to the European voyages of exploration, introducing different explorers from Portugal and Spain. It has a section for Prince Henry the Navigator.

http://en.wikipedia.org/wiki/Main_Page
>   Useful for teachers. Well known resource, the language is a bit difficult for students but the links are an excellent source of new topics, excellent for web quests.

http://www.win.tue.nl/~engels/discovery/medieval.html
>   Exploration in the Medieval Period, related subjects, information on explorers. Not attractive but good reference site.

http://www.worldatlas.com/webimage/testmaps/maps.htm
>   Outline maps, many showing present day boundaries, it also includes geographical and geopolitical info.

http://www.wsu.edu/~dee/REFORM/REFORM.HTM
>   Devised for students of a higher level, it includes texts that could be a good source for teachers to develop and use in the classroom. As the authors state it is devised as a research tool about the Modern Age: Discovery, Reformation and Counter-Reformation movement in Europe, it is devised for students but maybe of an older generation. Very long texts and some small images could possibly attract gifted students.

Art Web sites:

http://www.museodelprado.es/en/the-collection/
>   The collection can now be searched and many of the paintings have a short explanation in English as well as images that can be enhanced to see details.

http://arthistoryresources.net/
http://arthistoryresources.net/ARTHrenaissanceitaly.html
http://arthistoryresources.net/ARTHrenaissanceeurope.html

http://arthistoryresources.net/ARTHbaroque.html
>   A **resource page** covering all periods in art history. It shows a very **extensive list of links** covering the most important authors, it is interesting to see some other links like the ones devoted to different aspects of art like furniture tapestries or pottery and side topics like arms and armours that can help cater with **students with different interests**.

http://cvc.cervantes.es/ACTCULT/museoprado/
>   In both sites there is the possibility of seeing pictures from the Prado Museum; however this second one has a wider selection. It is only in Spanish, whereas the Prado Museum offers its information in other languages.

http://etc.usf.edu/clipart/
>   Page where you can find different images to combine with written material. It's a free source.

http://gardenofpraise.com/art.htm
>   This is a web page devoted to several artists of European and North American Art History. All of them include a biography, a picture that can be enlarged and some worksheets. It deals with painters from the Gothic period to Present time.

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http://www.historylearningsite.co.uk/medieval_church.htm
> Description of Medieval churches. Nice pictures.

http://www.huntfor.com/arthistory/renaissance/earlyrenaiss.htm
> Italian renaissance artists and a gallery of their works of art. Short and attractive, but just painters.

http://www.khm.at/en/
> The Most important art museum in Vienna, shows his gallery here.

http://www.learn.columbia.edu/Mcahweb/index-frame.html
> Excellent site for gothic and Romanic styles. Very visual.

http://www.louvre.fr/en/homepage
> The Homepage of the Louvre Museum.

http://www.metmuseum.org/toah/hd/itar/hd_itar.htm
> A page with information and just some images about architecture in Italian Renaissance.

http://www.nga.gov/collection/
> The National Gallery in Washington.

http://www.nga.gov/exhibitions/2000/baroque/civic1.shtm
> Mainly useful for teachers. Good images and text about an exhibition of the year 2000 in Washington.

http://www.rijksmuseum.nl/?lang=en&gclid=CJHPiYOp9a0CFWIntAodMQIDzg
> The Rijksmuseum homepage.

www.spanisharts.com/prado/prado.htm
> Useful for students and to be used in ICT classrooms. Web page in English with a selection of painters to be clicked on and then a collection of paintings, each one has a small description.

http://www.squidoo.com/leonardo_da-vinci
> Page showing some of Leonardo's work of art, the Vitruvius Man. It also has some videos and part of a documentary to watch.

7. Appendix

ASSESSMENT

This issue has already been tackled in several documents. To get a clear idea on how to assess pupils' performance, the reading of the following sections may prove useful:

> 1. Spanish/English Primary Integrated Corriculum.
> 2. Integrated Curriculum for Secondary Education. English - Years 1 and 2.
> 3. Integrated Curriculum for Secondary Education. Natural Science - Years 1 and 2.

The development of geographical and historical knowledge, skills and understanding are the areas to be assessed. Therefore, language acquisition is not a key aspect to assess. Language

acquisition will only be taken into account in relation with the development of geographical and historical contents and skills.

Finally, it is important to stress that pupils should be assessed in a variety of ways. These should include:

Type of Assessment	Examples of activities which can be assessed	Suggested proportion of the final grade
Continuous assessment of coursework and homework.	Work sheets, questions from the textbook, class activities, poster work, annotated diagrams, projects...	30%
Practical assessment	Planning, observations, tables, graphs, conclusions, maps, timelines...	30%
Topic tests	Test after each major topic, quizzes, oral questions...	30%
Attitude	State of notebook, care over work, enthusiasm in class, group work collaboration, doing homework on time...	10%

The main function of the Topic Test is to ascertain whether pupils are progressing satisfactorily. The final mark for the year should be a reflection of this progress. It is important that the record of progress is continued from year to year.

HOW TO CARRY OUT INVESTIGATION PROJECTS

Investigation projects are a comprehensive activity for English and Geography-History teachers: reading and writing, listening and speaking targets are tackled as well as Geography-History knowledge, skills and understanding.

Geography and History teachers should suggest, design, orientate, control and assess investigation projects with their pupils. But once again, this activity should be perfectly co-ordinated with the English teacher.

In order to get a wider idea on how to get the most of reference books, reading the following documents may prove to be useful:

1. Guidelines for the Development of the Integrated Curriculum: Primary Stage. Working with information texts. Pages 181- 185.
2. Guidelines for the Development of the Integrated Curriculum: 1 ESO English.
   a) Reading and Writing targets. Text level work. Non-fiction
   b) Listening and Speaking targets.
   c) Group dialogue and interaction targets.

The following steps are suggested to carry out successful investigation projects:

1. Before starting
- Elicit previous knowledge on the topic to be investigated. *What do we already know about…?*
- Suggest questions about the topic. Elicit questions from pupils by asking *What if…? How…? When…? Why…? Who..? What do we want to find out about…?*
- Make a clear list of questions or sub-topics to be investigated.

- Ask pupils where they could find information about that topic. *What information can we collect on…?*
- Provide pupils with useful resources on the topic including texts, pictures, maps, web sites...
- Group pupils and ask them to distribute different tasks within every group.
- Make sure they all understand the final goal of the project and the importance of group work (it is a good idea to specify how the project is going to be assessed, including investigation, cooperation and final presentation).
- Give clear instructions about time, resources and future presentation.

2. While investigating
- Be available to sort out any question in any group.
- Constantly check that every student is developing the accorded task.
- Suggest ideas about:
  — where to find specific information.
  — how to interpret different data, *what does your data mean?*
  — draw conclusions, *what conclusions can you draw?, How can you present your conclusions?*

3. Final presentation
- Create a listening and respectful atmosphere in class.
- Ask the audience to take notes about the main ideas in every project. This could be done by giving pupils a simple questionnaire to be completed by listening to different presentations. These presentations could take different forms:
  — A talk
  — A mock television interview
  — A role play
  — A poster and its explanation
  — A demonstration of a Geographical process
  — An experiment…
- Encourage pupils to speak or read clearly, to illustrate their investigation using appropriate language, pictures, maps and to specify final conclusions.
- Value every group work, their final result and the whole investigation process.
- Check questionnaires with the whole class to make sure they all wrote down similar conclusions.
- When possible, display their project work on walls to provide a sense of achievement.

HOW TO ORGANISE A DEBATE

Debates are wonderful activities to:
1. Use geographical or historical knowledge, skills and understanding.
2. Develop speaking, listening and interactive skills.
3. Promote good reasoning, arguing and develop positive attitudes.

Therefore they are excellent activities for Geography-History and English. However debates are also very complex activities and they should only be approached in the second or third term.

To organise a successful debate, the following steps should be taking into account:
1. Suggest a motivating topic related to the unit studied. In order to do this, teachers must know their pupils well, their interests, hobbies, worries, etc.
2. Divide the class in two or more groups that will stand for opposite ideas on the topic.
3. Organise an investigation project so pupils get figures, facts and reasons to support their ideas.
4. Make sure they understand the aim and rules of the debate and how it is going to be assessed.
5. Work with the English teacher on language used in debating/discussing.

6. Organise the class in the best way to promote pupils interaction.
7. Start the debate and:
    a) Encourage children to participate.
    b) Make sure they take turns and maintain attitudes of respect towards each other.
    c) Encourage them to use their findings from their investigations.
8. After the debate, evaluate with them their work, participation and attitude.

What are Web quests?

Web quests have a fancy name that is catchy but beneath the name there is something simple that we can all understand. Simply put, web quests are a really good lesson plan or curriculum unit that utilise resources from the Internet. Developing creative lessons and introducing ICT in the curriculum is an essential part of teaching. Web quests are just a little more complicated than a traditional lesson or unit plan. Web quests try to get pupils thinking at a higher level by asking them an essential question, providing opportunities to explore further, and then getting the pupils to apply their knowledge with a hands-on activity.

Essential Question:
At the centre of every web quest is an open-ended question. The question creates a clear purpose for the web quest, inspires students to access their prior knowledge, and creates a level of motivation which encourages the pupils to explore further.

Stay on Task:
Are pupils at the beginning of stage three capable of thinking at a higher level where they not only research but also apply their new knowledge?

The task section of a web quest provides a "scaffolding" to lead students through the kind of thinking process that more expert learners use. "Scaffolding" means building up the project with a series of smaller sections so students can work on specific sub-tasks that will lead them through the difficult steps of researching and then applying their knowledge.

Great Resources:
In a web quest the teacher creates links to other Internet sites. These online resources come in a variety of forms (web sites, online journals, virtual tours, message boards and e-mail). These sites provide quality, current information. Excitement is created with stimulating graphics and interactive features. By utilising a variety of Internet resources, a web quest provides information for all students no matter their learning style or level. Besides, web quests provide easy access to offline resources such as Children's literature, CD-ROM's, magazines, field trips, guest speakers, etc. A bibliography to provide offline resources can also be provided.
Note: Web quest resources provide easy access to quality information. This allows pupils to dedicate more time to interpreting and analysing rather than simply gathering information.

Hands-On Activity:
The focus of a web quest is to get students to apply their knowledge to solve authentic problems constructively. The climax or final activity of a Web quest provides the guidelines for this higher level thinking. The culminating activity can range from creating a role-play, e-mailing an expert in the field, hands-on (offline) activity.

Authentic Assessment:
When using a web quest, students are asked to think at a higher level. It is important teachers effectively evaluate students' hard work. Many Web quests provide activities to clearly define how a student's work will be assessed and also provide an opportunity for students and teachers to reflect on their learning.

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http://school.discovery.com/schrockguide/webquest/wqsl1.html

> Kathy Shrock has developed a 16-slide PowerPoint presentation based on the information found at Mr. Dodge's site. (Also available as a PDF file). For clarification and further explanation of a web quest.

Some web quest sites which could be used to cover the content areas of both Geography and History

> http://www.iwebquest.com/greece/greece.htm
> http://www.iwebquest.com/e.g.ypt/anciente.g.ypt.htm

http://www.windarooss.qld.edu.au/Main_Pages/E.g.ypt_Webquest/welcome.htm

> A web quest about Egypt.

http://library.thinkquest.org/5393/

> Rainforest quest based on the Amazon Forest

http://www.windarooss.qld.edu.au/Main_Pages/Volcano_Webquest/welcome.htm

> A web quest on volcanoes that comes with a welcome, an introduction, tasks, resources, an assessment and teacher resources.

The following table comes from an American web quest site called tramline. It could prove to be an excellent resource site for both teachers and pupils especially for the content of the curriculum.

Virtual Field Trip Geography related field trips	URL	Why Visit Here?
Antarctica	http://www.tramline.com/sci/antarctic/	Explore the wonders of the coldest place on Earth. Learn about the native species, research efforts, and geography.
Deserts	http://www.tramline.com/sci/desert/:	Students will be introduced to deserts in a number of environments, including Africa, North and South America, and Australia.
Hurricanes	http://www.tramline.com/sci/hurricane/	Learn about one of the most extraordinary and destructive storms.
Natural Wonders	http://www.tramline.com/sci/natwon/	This field trip visits some of the fascinating natural wonders of this world.
Oceans	http://www.tramline.com/sci/oceank/	Students will be taken to various Web sites where they can research various types of information about oceans.
Rainforest	http://www.tramline.com/sci/rainforest/	This field trip takes a look at what a rainforest is and why it is an important ecosystem, the animals and peoples of the rainforest, what types of rainforests there are, and provides some ideas that students can do to actively participate in protecting the rainforests.
Salt Marshes	http://www.tramline.com/sci/salt/	Students will be introduced to the coastal environment through participation in a field study of the beach, dunes, estuary, and salt marsh habitats.

Virtual Field Trip Geography related field trips	URL	Why Visit Here?
Temperate Forest Biome	http://www.tramline.com/sci/forest/	This adventure will teach pupils about the defining characteristics of a temperate forest biome. They will learn how and why deciduous trees change through the cycle of the seasons, and become familiar with the interdependence between people and the forest.
Tornadoes	http://www.tramline.com/sci/tornado/	Pupils will learn about the conditions that allow tornadoes to form, where these windstorms occur, how they're measured, myths about tornadoes, and how to prepare.
Volcanoes	http://www.tramline.com/sci/volcano/	How are volcanoes formed? How can they create islands? What kind of destruction can they cause? How do volcanoes affect our environment? Where on the earth can you find active volcanoes? Are there volcanoes on other planets? What are the different types of volcanoes?

KEY QUESTIONS FOR RAISING LEVELS

Use questions like these to help students improve their geographical and historical skills

Band 1: Knowledge and recall Who, What, Where, Why, Which, How, How much, How many
Describe or define.
Recall, select list, find ...
Tell me, show me, point out ...
Name, label ...
Remember, memorise...

Band 2: Comprehension, translating interpreting, organisation and selection of facts Retell describe.. in your own *words.*
What does this mean?
Summarise in a sentence.
Give a synonym of that expression.
Give an example of ...
Which part is not correct?
Choose the statements which correspond to the period of time or geographical feature.
Outline, summarise, match, translate, identify...

Indicate, locate, classify...
Explain what happened... what causes...
Read the graph/table.
Compare and Contrast.
Sequence the facts.
The main idea is...

Band 3 lower range Application Using their knowledge of Geography and History in situations that are new or unfamiliar.
How could you use...
Demonstrate how ...
Show how...
Apply, construct, identify...
What would happen if ...
How can we apply this knowledge to another region?
What questions would you ask in an interview?

Band 3 upper range Analysis Breaking down into parts, relating to the whole
Distinguish the key events, causes ....
Compare and contrast the

diagrams, chart.
Separate, outline, differentiate...
Give reasons for ...
What assumptions can you make?
What is a fact or an opinion?
What is the relationship between...
Predict what could happen if ....

Higher Level Synthesis Creating something new How could you improve ...
Suggest a solution to ...
Think of an original way to ...
Using your knowledge, predict ...
Create, compose, develop ...
Give a solution to the following ...
How else would you ...?

Exceptional Judging according to a set of criteria and stating why
Appraise, judge...
Which is the best way to evaluate, verify...
Find the errors, criticise...
*Are there any inconsistencies...?*

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TEMPLATES AND TABLES

Comparing Spain and England

Use the following web site to gather information about Spain and England to complete the table of comparisons: http://www.odci.gov/cia/publications/factbook/index.html

Click country listing to get a list of countries. Then gather your information about Spain and the United Kingdom.

	Spain	United Kingdom
Land Area		
Climate		
Population		
Population Growth Rate		
Birth Rate per 1000		
Death Rate per 1000		
Main religion		
GDP (per capita)		
Labour Force:		
Agriculture		
Industry		
Services		
Unemployment Rate		
Exports (Euros)		

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TEMPLATE FOR VENN DIAGRAM
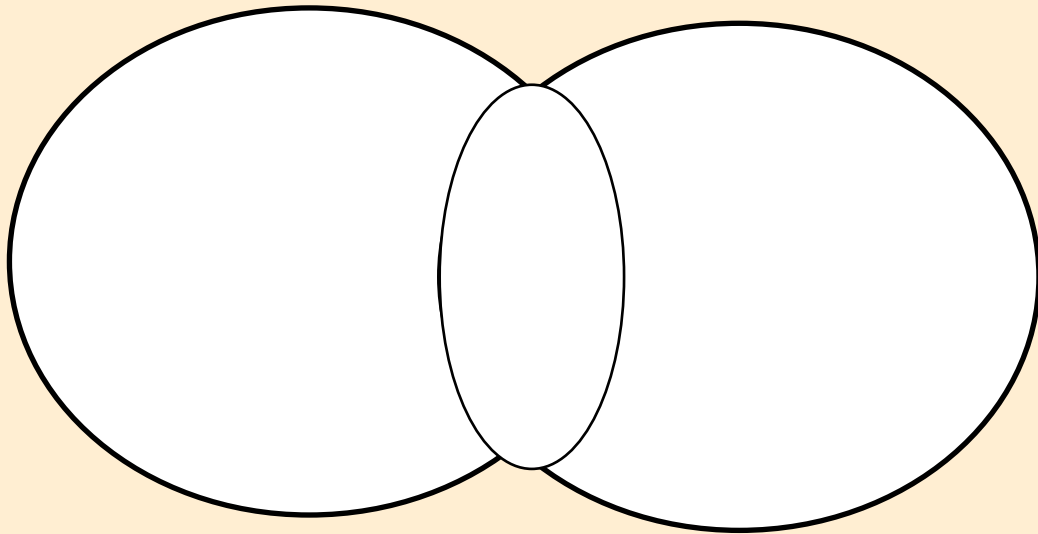
TOPIC/VOCABULARY WEB TEMPLATE

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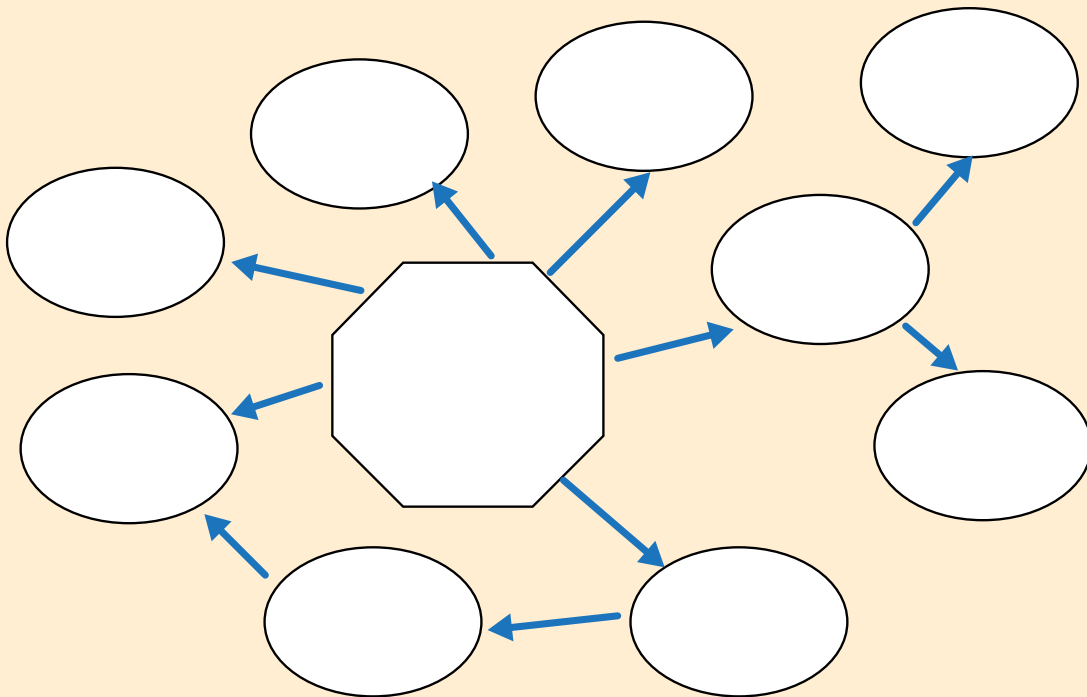
EXAMPLE TEST FOR THE END OF A TOPIC

Name: _____ Date:_____

Prehistory Test
Multiple Choice

Please circle the letter that best completes the statement. Each answer is worth one point.

1. **Prehistory ended and history began when humans learned to**
    a. speak.
    b. count.
    c. read and write.
    d. control fire.
    e. domesticate (or tame) animals.

2. **Scientists believe the earth is approximately 4.6 _____ years old.**
    a. thousand
    b. million
    c. billion
    d. trillion
    e. quadrillion

3. **The first technology consisted of**
    a. fire.
    b. the personal computer.
    c. television.
    d. metal.
    e. stone tools.

4. **A scientist who studies history is a(n)**
    a. Economist.
    b. Archaeologist.
    c. Chemist.
    d. Biologist.
    e. Astronomer.

5. **He changed a great deal of what we know about evolution when he uncovered the oldest hominid in the fossil record.**
    a. Charles Darwin
    b. Don Johanson
    c. Stephen Hawking
    d. Sigmund Freud
    e. Isaac Newton

EXAMPLE TEST FOR THE END OF A TOPIC

Name: _____ Date:_____

6. **The oldest hominid in the fossil record was nicknamed "Lucy." She was special because she could**
   a. stand up straight.
   b. read and write.
   c. count past three.
   d. speak full words and sentences.
   e. all of the above.

True or False

Please circle TRUE or FALSE for each statement. Each answer is worth one point.

7. TRUE   FALSE   Prehistory was a time of rapid change as civilisations quickly developed.
8. TRUE   FALSE   Theories about prehistory never change.
9. TRUE   FALSE   Human brains continue to grow after we are born.

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Matching

Please select the correct answers from the box on the right. Each answer is worth one point.

10.		Animals who feed on the meat of dead animals.	Nomads
11.		Hominids that apparently lived side-by-side with modern humans for thousands of years.	Hominids
			Homo sapiens
12.		The family of mankind and their ancestors.	Scavengers
13.		People with no permanent homes.	Neanderthals

EXAMPLE TEST FOR THE END OF A TOPIC

Name: _____ Date:_____

Short Answer

Two point answer

14. **Describe how fire changed the way people lived.**

_____
_____
_____
_____
_____

Notes: