

KS3 Asdan Spring Term - British History – Our Island Stories

<p>Starting point: Who came before us? What do we know about our ancestors and our family origins?</p>	<p>Objectives: To learn about people from the past who have shaped our present. To learn about people from the past who made a lasting impact on society and the nation. To investigate and find out about people from the past who continue to have an impact today.</p>	<p>Resources: IT Library Northallerton Hub County Records Office War Memorial Graveyard</p>
<p>Differentiation:</p> <ul style="list-style-type: none"> • Use a reader where appropriate • Use a laptop where appropriate for recording ideas • Use enlarged text or coloured paper depending on IEP. • Limit choice of reading material or provide more choice. • Scaffolding for written recording of ideas. • A3 paper, coloured pens. 	<p>Classroom climate/SEN:</p> <ul style="list-style-type: none"> • Paired working • Buddy system • One scribe, one voice • Audio recording rather than written • Whiteboards • Post it notes • Active learning activities • TA support for guided reading or writing support • Visual aids and prompts • Project work – PowerPoint, written, visual, audio. 	<p>Key words: Ancestor Monarch / monarchy Union Flag Nationality / Nation Source material Memorial</p>
<p>Literacy – Reading maps Reading street signs Library books Web pages</p>	<p>Homework: To continue to read-widly in own time.</p>	<p>Assessment & Criteria for success: Informal assessment ongoing – to include PowerPoint presentation,</p>

Other students' powerpoints.					note making, questioning and diagrams.
	Objective	Starter	Development	Plenary	
Week 1 & 2	<p>To uncover the hidden stories of the famous faces on the current bank notes.</p> <p>Skills – Significance</p>	<p>Look at copies of current English £5, £10, £20 and £50 notes – who are these people, do we recognize any of them?</p>	<p>Carry out research in pairs – what are these famous faces famous for and why do YOU think they were chosen to go on the banknotes.</p> <p>What legacy have they left us?</p> <p>Do these famous people from history deserve their place on the bank notes?</p> <p>From history, who else could have been chosen and WHY?</p> <p>Design a mini-presentation to demonstrate ideas and thoughts about why these famous faces were chosen.</p>	<p>Who would you choose to go on future bank notes and WHY?</p> <p>Present the mini-presentations to the rest of the class.</p>	

Week 3 & 4	<p>To Investigate and unlock hidden meaning in a variety of portraits of British monarchs from the past.</p> <p>Skills - chronology</p>	<p>What do the terms monarch and monarchy mean? Who is our present monarch, how do they represent themselves? How do we know what they look like?</p>	<p>Look at the selection of images of British monarchs – together discuss the key similarities of the portraits – make a list on the whiteboard.</p> <p>Each pair is given an image of a monarch – brainstorm how each image shows the monarch and what the artist has chosen to include in the image.</p> <p>What do the images suggest about the monarch? What does the monarch want us to think about them?</p> <p>Come together as a class and compare each other's findings.</p>	<p>How do modern monarchs get publicity in a digital world with screens etc? How is this different to the past? Is it as easy to 'paint a picture' when social media and news channels constantly show images of famous people and monarchs.</p> <p>If you were a monarch, how would you want to be represented?</p>
Week 5 & 6	<p>To study the history and significance of the Union Flag.</p> <p>Skills – Continuity and change</p>	<p>What is the Union Flag? Does it mean anything to you, have you seen it before? Where might you see it in modern society? Where would you have expected to see it in the past?</p>	<p>In pairs, research the Union Flag on the internet – make detailed, appropriate and organized notes.</p> <p>Create and design a web page or bullet board about the history of the Union Flag. Must provide info on which flags make up the Union</p>	<p>Do we think the flag accurately symbolizes Britain today – give reasons why or why not.</p>

			<p>Jack, when it was first created and how the design changed over time.</p> <p>Which UK nations are not represented and why not?</p>	
Week 7 & 8	<p>To study some of the names on the local War Memorial.</p> <p>Skill – Diversity</p>	<p>How should we conduct ourselves whilst looking at the War Memorial? How should we record our ideas and findings.</p>	<p>Learning Walk to the War Memorial – make notes of the dates and identify which wars are represented. How many names are there in each section, are there only men represented, do you recognize your own surname or that of anyone you know?</p> <p>Use The Commonwealth War Graves Commission CWGC to investigate a couple of the names on the War Memorial. Try to locate where they lived in the local area using a map, and record information regarding their death during the war.</p>	<p>Do War Memorials still have a place in modern society? What is their purpose?</p>
Week 9	<p>To investigate rebels and rebellious groups from history.</p> <p>Skill – Significance</p>	<p>Discuss why some groups from the past would find it necessary to rebel – what drives a person to rebel?</p>	<p>Look at the information facts and images about the Tolpuddle Martyrs – what were they protesting about and why were they treated so harshly? Who treated them harshly and why was their punishment seen to be so unjust even then?</p>	<p>In modern times how are our rights and wages protected? Why is it necessary to make wages fair?</p>

Week 10 & 11	<p>To understand and evaluate how historical National events are remembered in the local area.</p> <p>Skill - Chronology</p>	Discuss what 'local' history may mean and what 'National' history may mean.	<p>1) Visit the County Records office to understand more about National events and local impact – discuss the Battle of the Standard and the WW1 and WW2. Look at the evidence presented at the County Record office and make notes.</p> <p>2) Design a timeline of National events and local events in Northallerton – look at the common themes and threads. Can you see the local and National links and the way the bigger events are remembered in the area?</p>	As a class pull the notes together and brainstorm the key facts discovered.
Week 12	To create a timeline for younger children that demonstrates knowledge of chronology re local and National history.	As a group come up with 8 to 10 major events in British History. Brainstorm on the whiteboard.	As a collective, produce a display to demonstrate knowledge of chronology that is age-appropriate for the given audience.	Present the display to others in schools. 😊