

History planning 1 - general framework for Key Stages 1 & 2 (Maria Wykes)

Learning objectives - Children should learn:	Possible teaching activities	Learning outcomes Children should	Points to note
<p>to identify people from the past and present who are famous;</p> <p>to locate historical sites on a map;</p>	<p>How many Irish people can you name? Encourage children to listen to a range of Irish music from jigs and hornpipes to the music of Bono and U2, the Corrs, Sinéad O'Connor, Enya and any other Irish music you like in order to discuss personal preference. Promote a class discussion by asking the question: Why do you think there are so many famous Irish musicians? Place pupil's answers on the stimulus display. <i>(You will return to this question at the end of the study unit.)</i></p> <p>Make a class concept map of the number of famous Irish people known to the pupils.</p> <p>Use a large scale map of the British Isles to locate the island of Ireland, England, Wales and Scotland.</p>	<p>identify Irish people who are famous today, for example, pop stars, artists, writers, musicians, and sports personalities;</p> <p>identify Ireland and Britain on an outline map of the British Isles.</p>	<p>A starting point could be a stimulus display of music, posters, photographs and other memorabilia of famous Irish singers, groups and bands performing today in order to underline the rich musical heritage of such a small nation. <i>Use activity sheet 1 (concept mapping) as a model for this activity.</i></p> <p>Large scale map of Ireland and Europe could be used to:</p> <ul style="list-style-type: none"> trace the journeys made by Granuaile and her family when trading with Scotland and Spain; trace the trading routes used by the Galway trading ships preyed upon by Granuaile and her family; locate places mentioned throughout this study.
<p>about the life of a famous person from the past and why she acted as she did;</p> <p>to infer information from a written or visual account of a person's life.</p>	<p>Who was Granuaile, Grace O'Malley? How did Granuaile get her nickname? Tell children they will find out about a famous Irish person who lived a long time ago, before their parents/carers and grandparents were alive. Tell them the story of Granuaile's childhood focusing on the 'hair cutting incident'. Look at the picture of the shorthaired Granuaile with her father, describe the sequence of events that led up to the scene, and use speech or thought bubbles to explain their actions/describe their thoughts or emotions. Some children may be able to explain why shorthaired females at this time were unusual.</p>	<p>extract some information about the early life of Granuaile from a story;</p> <p>give one reason why Granuaile wanted to become a seafarer like her father;</p> <p>explain that journeys in the past used to take longer and were more dangerous.</p>	<p>A word bank will help children to appreciate that people are famous for their qualities as well as their actions. This idea could be developed in the context of SMSC education, by considering the contribution made to society by individuals with certain qualities.</p> <p>Incidents from Granuaile's life can be downloaded from the www. BAREFOOT books have a story book and CD-ROM entitled <i>Pirates</i> - www.barefootbooks.com.</p>
<p>to use pictures to help them ask and answer questions about Granuaile to sequence the main events of her life.</p>	<p>What adventures did Granuaile undertake throughout her life? Read a number of stories, for example, about Granuaile's seafaring/trading activities, marriage, raising a family, her battles at the castle in Lough Corrib, her visit to Howth Castle and her arguments with the English. Which pictures help us tell Granuaile's story? Show children pictures of Granuaile's life. Help them recount her story by choosing the most appropriate pictures and putting them in sequence. Encourage them to discuss their choices.</p>	<p>select appropriate pictures to illustrate the main events in Granuaile's life.</p>	<p>This activity ensures that the children know the main events of Granuaile's story.</p> <p>This activity could be extended by asking children to discuss what information can and cannot be obtained from pictures and stories.</p>
<p>to use sources of information to help answer questions about Granuaile;</p>	<p>What was Granuaile like? Use this information to select a number of adjectives to describe the personality of Granuaile. Provide the class with two contrasting descriptions of Granuaile, (half to use a positive source, half to use a less positive source). Discuss who might have made these comments by asking, 'Did a friend or an enemy make this comment?'</p>	<p>identify positive and negative descriptions from sources of information.</p>	<p>This could be a whole class activity where the teacher creates a web on a large sheet of paper/whiteboard with the statement 'What was Granuaile like?' in the centre and a circle of arrows pointing outward. Pupils will suggest answers, until they realise they are looking at two different sources of information. The teacher lists the descriptors and uses these to discuss the main question.</p>
<p>to identify some of the reasons for her actions;</p> <p>to infer information from a written or visual source;</p>	<p>Why did Granuaile meet Queen Elizabeth I? Tell the pupils the background to the petition to meet with Queen Elizabeth I, and the outcomes. Use speech bubbles/puppets to enter into a dialogue between Granuaile and Elizabeth I. Ask the pupils to write a letter to Queen Elizabeth I. Discuss the range of languages spoken by Elizabeth I and Granuaile, then ask pupils to suggest a reason for them communicating in Latin. Give the children a picture of Granuaile. Work with the children to make a list of questions that they could answer by looking at the picture, e.g., What is she wearing? Was this clothing worn by a rich/poor woman? Would all Irish women dress like this? (Use vocabulary cards to support labelling the image.) Repeat this activity with a portrait of Queen Elizabeth I. Use a recording sheet to compare and contrast the clothing of the two women.</p>	<p>identify/describe clothes worn a long time ago;</p> <p>make comparisons between the clothing of an Irish /English queen;</p> <p>give a reason why the two women wear different dress.</p>	<p>The Ditchley Portrait or the Armada Portrait would be good examples to use.</p> <p>Posters of Elizabeth I are available from the National Portrait Gallery - www.npg.org.uk</p> <p>Enlarging a picture would make it easier to point out items of clothing.</p>
<p>suggest reasons for people's actions in the past.</p>	<p>Did this meeting with Queen Elizabeth make a difference to Granuaile's life? Tell pupils the story of the final outcome of the meeting, and how Granuaile died a very poor woman. Ask them to discuss reasons why Bingham did not return the riches belonging to her dead husband. Ask them to decide if the widow's settlement laws were fair or unfair.</p>	<p>describe how poorly the English Governor in Ireland treated Granuaile.</p>	<p>The children could draw together what they have learned from different sources of information and communicate their learning in a different way. For example the story can be made into a book and be the basis of a class assembly or a school display.</p> <p>This activity could be extended by asking the pupils to order events in Granuaile's life using a suitable WP package, e.g., Clicker plus, or use a CD-ROM encyclopaedia or other suitable reference sources to find additional information about Granuaile.</p>

History planning 2 - Years 1 & 2 (Sandra Kirkland)

The teaching scheme was based upon the NIAS scheme. It used key questions, storytelling and visual sources and consisted of five 40-minute sessions (plus storytime, music and assemblies). The topic was introduced with tales of pirates in general and then Granuaile's life was revealed in a series of stories.

Learning objectives - children should learn to:	Activities	Learning outcomes
<p>identify people from the past and present who are famous; Locate historical sites on a map.</p>	<p>How many Irish people can you name? Listen to a range of Irish music, identify performers where possible and discuss preferences. Use large scale map of British Isles to locate island of Ireland and England, Wales and Scotland. (<i>More able Y2 children use a range of maps from atlases and identify cities, rivers, mountain ranges, etc.</i>)</p>	<p>Identify Irish people who are famous today. Identify Ireland on maps of British Isles.</p>
<p>develop an understanding of the life of a famous person from the past and why she acted as she did; infer information from a visual and oral account of a person's life.</p>	<p>Who was Granuaile? How did Granuaile get her nickname - <i>Grainne Mhaol</i> (Bald Grace)? Tell children they are going to find out about a famous Irish person who lived a long time ago, before their grandparents were alive. Tell story of Granuaile's childhood focussing on the 'hair cutting incident'. Look at picture of shorthaired Granuaile, describe events using speech bubbles to explain emotions. (<i>With Y2 children use freeze frame/hot seating – Granuaile and parents – to focus on gender expectation issues.</i>)</p>	<p>Extract information about the early life of Granuaile. (<i>Y2 explain relevance of gender and why Granuaile's experience might be considered unusual.</i>) Give a reason why Granuaile wanted to be a seafarer like her father.</p>
<p>use pictures and stories to help them ask and answer questions about Granuaile; sequence the main events of her life.</p>	<p>What adventures did Granuaile undertake throughout her life? Listen to a number of stories e.g. seafaring/trading activities, marriage, raising a family, battles in Lough Corrib, visit to Howth Castle. Which pictures help us tell Granuaile's story? Show children pictures of Granuaile's life. Use to recount her story choosing most appropriate pictures and sequence them. Encourage discussion of choices. (<i>Y2 given limited number and encouraged to draw own pictures to add to their sequence.</i>)</p>	<p>Select appropriate pictures to illustrate the main events in Granuaile's life. (<i>Y2 add own illustrations of key stories/events.</i>)</p>
<p>use sources to help answer questions about Grace.</p>	<p>What was Granuaile like? Use information (and previous knowledge) to describe the personality of Granuaile. Sort adjectives into positive and less positive and discuss who might have made comments.</p>	<p>Identify positive and negative descriptions from sources. (<i>Y2 recognise that comments/descriptions could vary according to those who made them.</i>)</p>
<p>identify some of the reasons for her actions.</p>	<p>Why did Granuaile meet Queen Elizabeth I? Tell children background to the petition to meeting Queen Elizabeth and the outcomes.</p>	<p>Decide if Granuaile was fairly treated by the English following the meeting at Greenwich. (<i>Y2 identify different reasons for the treatment of Granuaile.</i>)</p>

NLS planning 1 - St Paul's Catholic PS, Liverpool

	Class: Year Groups 3 Term Spring Week beg: 17.03.03 Teacher: Mrs Denton		Guided group tasks (reading or writing)	Guided group tasks (reading or writing)	Independent group tasks	
Day NLS Obs [^]	Whole class shared reading & writing	Whole class - phonics, spelling, vocabulary & grammar	Children will be given a line drawing to represent Grace. Three questions will be posed. They will study the text 'Grace O'Malley', pp 84-5. * Discuss answers by giving evidence from text. Chn will record answers in their exercise books.			Plenary
Mon T1, S1, T1 T2, W17- 19	Talk about IiS. Discuss slideshow on Ireland. What do chn know about Ireland? Any famous people?	Look at spelling list. Any patterns? Any unknown words? Go through - put into context.			Children will put words from spelling list into sentences. Encourage chn to make sentences interesting - using powerful verbs and adjectives.	Invite chn to share their most interesting sentence with the class. Use expression and project voice well.
Tues T1, T17 T3, T1	Display text of Grace in pictures. Has anyone heard of her. What does 'alias' mean? Is this fact or fiction?	Read through all pictures and captions.			Children will work in pairs and match the pictures to the text.	Chn can suggest matches. Teacher will ask for volunteers to stand in pairs with correctly matched work.
Wed T1, S3 T3, T10	Recap on work done so far. Read text 'Grace O'Malley', p. 83.* Then ask chn to say what they think happened at Hen's Castle (picture 3).	Teacher will act as scribe - writing chn's version. Teacher will now read p. 86.* Look at verbs used - fought, attacked, captured.			Children will recount the story of Donal O'Flaherty's death and Grace's victory over the Joyces. They will record these events in pictures with captions (Hen's Castle).	Chn will be invited to share work with the class, identifying powerful verbs used. Explain and distribute homework.
Thurs T1, S11 T2, S2 & T7	Read over main text (pictures/captions). Focus on how she behaves - hair cutting, fighting pirates. Look for words which tell us how she is feeling, eg, angry, longed.	Invite children to express what sort of person she was. List adjectives which best describe her, eg, tough, clever, strong, determined.			Children will complete the worksheet, Grace O'Malley, Pirate Queen, circling suitable adjectives and completing sentences.	Children will be asked to identify powerful adjectives and the effect these have on our impression of Grace.
Fri	Recap of week's work. Chn will form 3 teams - 10 in each - and devise a quiz about Grace.	Teacher & TA will give support to less able group. Spelling test.			Children will take turns to ask each other questions about Grace. Wrongly answered and the child is out. Teacher will score, recording points gained on blackboard. Sweet each for participants.	Tot up scores. Focus on areas of strengths/gaps in knowledge. Congratulate chn.

[^] History skills developed include 1a-b; 2a-c; 4a-b; 5c.

* In the IIS 'big book' adaptation, 'Grace O'Malley, Granuaile', for p. 82 read p. 1; for pp 84-5 read pp 2-3; and for p. 86 read p. 3.

NLS planning 2 - Gorsemoor PS, Staffs

NATIONAL LITERACY KS2 PLANNING SHEET

Class: Y5 **Text Used:** *Ghost of Grania O'Malley*, Morpurgo, M
 'Ireland & Tudors 1 - Texts' by IiS

Week: 9/06/03 **Range:** Fictional book/Non-fiction

* Indicates opportunities for Speaking and Listening

SPELLING PATTERNS

See spelling folder.

HOMEWORK

Pupils to research Grace O'Malley. What else can they find out?

SPECIAL NEEDS

Support lower ability.

WK	LEARNING OBJECTIVES	WHOLE CLASS SHARED TEXT WORK	WHOLE CLASS, WORD/SENTC WORK	INDEPENDENT WORK	GUIDED GROUP READING/WRITING [Y3/4] PLENARY
M	To use adjectives and adverbs to add description (T1, W10). To empathise with characters (T1, T3). To structure a poem correctly (T1, T12).	Read <i>Ghost of Grania O'Malley</i> , pp 67-70, when Jessie meets Grania. Discuss what Jessie must have felt. What is it like to be a person with a disability.	Together draw up a character profile for Jessie and Grania. Use adjectives and adverbs to describe both appearance and personality.	Using the key vocabulary from the character profiles, pupils to compose a <i>narrative</i> poem about Grania.	Pupils to read out poems and appraise each other's work.
T	To distinguish between fact and fiction (T2, T19). To edit, modify work (T3, T24).	Read through pp 1-3 of 'Grace O'Malley' in 'Ireland & Tudors 1'. Can we use this extra information to add to our character profile of Grania?	Distinguish between fact and fiction - (fiction from <i>Ghost of Grania</i> ; fact from 'Grace O'Malley' reference text.)	Use this information to add further detail of descriptions to their poems. Re-draft, edit and modify work.	They must speak clearly and coherently. Have they improved their poetry writing?
W	To argue a particular point of view (T3, T7). To empathise with another's point of view (T3, T19).	Read through 'Who Should Control Ireland' in 'Ireland & Tudors 1'. Clarify the meanings of key vocabulary.	Pupils to highlight words which refer to Henry VIII - identify them as pronouns. List them on the board - emphasise they are third person.	Debate work. Groups split into two groups to debate : Who should control Ireland?	One group to argue Grania and the other Irish chieftains should rule Ireland. Second group to argue Tudor monarchs should rule.
T	To extend vocabulary knowledge (T1-3, S1-3, W1-3)-on going.	Read through and highlight the main points for Irish chieftains and Tudor monarchs to rule Ireland. List points on the board.	On board list words used to argue a particular point of view and structure reasoning - 'furthermore', 'another reason', 'finally', 'also', etc.	Pupils to complete a debate writing frame stating reasons for their beliefs on who should control Ireland.	Pupils to read out their debating frames. Are they clear? How else could they support argument?
F	To comprehend a text (T3, T8). To answer in full detailed answers (T1, S1-3). To appraise own work.	Read through pp 1-3 of 'Grace O'Malley' in 'Ireland & Tudors 1' again.	Re-cap on words pupils may find difficult to understand. Use dictionaries to find definitions.	Pupils to complete comprehension exercise about Grace, <i>answering in full sentences</i> .	Mark answers together. Pupils assess their own work. Have they answered clearly with enough information?

Extended writing: See Friday

NATIONAL LITERACY KS2 PLANNING SHEET

Class: Y5 **Text Used:** *Ghost of Grania O'Malley*, Morpurgo, M
 'Ireland & Tudors 1 - Texts' LiS

Week: 16/06/03 **Range:** Fictional book/Non-fiction

* Indicates opportunities for Speaking and Listening

SPELLING PATTERNS
 See spelling folder.

HOMEWORK
 N/a.

SPECIAL NEEDS
 Support less able; challenge more able.

WK	LEARNING OBJECTIVES	WHOLE CLASS SHARED TEXT WORK	WHOLE CLASS, WORD/SENTC WORK	INDEPENDENT WORK	GUIDED GROUP READING/WRITING [Y3/4] PLENARY
M	To sequence events in chronological order (T1, T14). To extend knowledge of vocabulary (T-33, W1-3).	Read pp 196-203 of <i>Ghost of Grania</i> , when Grania appears to Jessie and Jack and saves their lives.	On board list from the text words which describe the scene. How could we add further detail to these words?	Pupils to sequence sentences in chronological order. Higher: more sentences. Lower: fewer sentences.	Mark and check chronological order. Pupils to self-assess.
T	To recognise features of a newspaper report (T1, T9). To identify adjectives (T3, T12-14).	Read through a selection of newspaper reports. Discuss verbs, tense, reported speech, technical vocabulary.	On board together create a newspaper report, discussing and using the correct tense, vocabulary/language, etc.	Pupils to write a newspaper report about Jessie and Jack finding gold.	Pupils to read out newspaper reports. Appraise each others' work.
W	To use fishbone technique to plan and structure (T1, T14). To use adjectives/adverbs to enhance detail. (T1-3, W1-3, S1-3).	Tell pupils to write a story inspired by Grace. Give them an opening sentence.	Using the Fishbone technique, pupils to plan out story. They should consider opening, middle and ending.	Pupils to begin to write stories. Pupils should use the Fishbone plan to guide their writing..	
T		Re-cap Fishbone technique. Do the pupils feel their stories are appealing to the reader?	Pupils to use dictionaries to check the spelling of words they are unsure whether they have spelt correctly.	Pupils to complete their own book report/review. They are to say because ... why? They must be able to justify answers and comments with examples taken from the text. Middle - key words to support writing.	Pupils to read out parts of their stories which set the scene, etc.
F	To summarise a text (T3, T16). To recognise key vocabulary from unnecessary fillers/wording (T2, W9).	List scenes where story took place and characters that appeared in story.	List in chronological order main events in the story. Structure in flow diagram.	Pupils to complete the comprehension questions. They are to answer in detailed, full sentences. Lower- Refer to flip chart to help model answers. Higher - Work independently.	Recap learning objectives. Pupils to assess whether they have met them.

Extended writing: All the week.