

# MARINA INTERNATIONAL SCHOOL

## HISTORY SCHEME OF WORK

### YEAR 2 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	What were seaside holidays like in the past?	This unit compares seaside holidays in the recent past with those taken a long time ago. Children will develop an understanding of chronology and an ability to ask and answer questions about different sources of information. The unit could be developed further by visiting a seaside resort and its local museum.
2.1	What were seaside holidays like in the past?	Collection of seaside photographs showing different eras. Use on screen to discuss or print to sort/order.
3.1	What were seaside holidays like in the past?	Collection of seaside photographs showing different eras. Use on screen to discuss or print to sort/order.
4.1	What were seaside holidays like in the past?	Look at an aspect of seaside holidays that is the same as long ago- Punch and Judy. Punch and Judy web-site has lots of information for teachers. Excellent then & now pictures in 'PUNCH IN PICTURES' section.
5.1	What were seaside holidays like in the past?	Use Clicker4 grids to support this unit. From this site you can download a talking book which is designed to provide access to information about seaside holidays, both modern and those from the past. This is complimented by sets of word grids which will enable the children write about what they have read.
6.1	ACROSS THE BOARD TEST	REVISION
7.1	What were seaside holidays like in the past?	Following on from looking at pictures or photographs of seaside holidays today and in the past, use a simple painting program, create a picture of seaside holiday.

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
8.1	Home (What is a home?)	Discuss with students the meaning of a home and why we all need a home. Encourage students to describe their homes, draw and colour their home and copy few notes on 'what is a home'
9.1	Home ( Different types of home)	With the help of a reference book or the internet, students discuss the different types of home, they will draw, write their names and colour them. e.g igloo, caravan, flat, apartment, tree-house. Bungalow, hut etc.
10.1	Home (different places in a home)	Students discuss the different places in a home i.e bedroom, sitting room, dining room, bathroom, kitchen etc. in their books they can write short sentences on what happens in these places? e.g we eat our dinner in the dining room etc.
11.1	ACROSS THE BOARD	REVISION
12.1	Family (what is a family?)	Encourage the students to talk about their own families. Let students know that a family is a group of people related by blood or adoption. They can draw and name their own family members.
13.1	Family (roles of the different family members)	Students draw each family member doing their roles in the home and write short sentences to match with their drawings. E.g Daddy is the head of the family, he ..... Mummy .....etc. Sing the family song. Students draw each family member doing their roles in the home and write short sentences to match with their drawings.
14.1	Family (The different types of family)	Discuss with students that there are different types of families. i.e the nuclear family, the single parent family and the extended family. If possible show them the different pictures of families. Students take it by turns to count the number of people in their families.
15.1	Family (The nuclear and single parent family) An extended family	Students draw and copy the meaning of these families e.g A Nuclear family consists of father, mother and children. A single parent family is a family with only one parent and children or child. Students draw and copy the meaning of an extended family. e.g An extended family is a family with parents, children, uncles, aunties, grandparents, cousins etc.

# HISTORY SCHEME OF WORK

## YEAR 2 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	A Town	Discuss that a town is a place with many streets and buildings where people live and work. With the help of the internet students will see the different important people and buildings in a town.
2.1	A City and village	Explain that like a town, a city is a large settlement where people live and work. Talk about the difference between a village, a town and city.
3.1	Important people in a town and city	Talk about the important people in the town and city. Explain that these people take care of the community by doing jobs at home and work places. Ask each student to draw and name at least two important people in a town. E.g Mayor. Doctor, policeman/woman etc.
4.1	A hero	Discuss with the class who a hero is. A hero is a person who is admired for having done something very brave or having achieved something great.
5.1	Foday kabba Dumbuya	Explain that Foday Kabba Dumbuya is one of the heroes in The Gambia who was a Muslim leader of the South Bank of the River Gambia. Show them his picture in a power point
6.1	Heroes cont. (Musa Molloh)	Musa Molloh is another hero in The Gambia. He comes from Fulladu and he is the son of Alpha Molloh. Show them his picture in a power point presentation.
7.1	Heroes cont. (Abdou Saidykhan)	He was a famous hippo hunter who lived in Niamina Dankunka. He was also known as Abdou Mali Faala meaning Abdou the hippo killer. Show them his picture in a power point presentation.
8.1	International Hero (Why do we remember Florence Nightingale?)	This unit looks at the life of Florence Nightingale, why she went to the Crimea, and what happened as a result of her work.

WEEK	TOPIC	TOPIC DETAILS
9.1	International Hero (Why do we remember Florence Nightingale?)	The Florence Nightingale story Clip-art and pictures could be inserted into children's own work.
10.1	MID YEAR EXAMS	REVISION
11.1	International Hero (Why do we remember Florence Nightingale?)	Clothing Florence Nightingale would have worn in Victorian times.
12.1	International Hero (Why do we remember Florence Nightingale?)	<ul style="list-style-type: none"> <li>*Click and drag a set of sentences in order to show her life. Word document. 3 ability levels &amp; lesson plan.</li> <li>*Use a power point presentation of Florence Nightingale suitable for whole class.</li> <li>*This unlikely source - Country Joe McDonald's tribute to Florence Nightingale - is one of the best sites on the subject, with well -illustrated chronological details of Nightingale's life. See also links to more details of the Crimean war including a good map of where the Crimea is.</li> </ul>
13.1	International Hero (Why do we remember Florence Nightingale?)	Use a power point presentation of Florence Nightingale suitable for whole class.
14.1	International Hero (Why do we remember Florence Nightingale?)	This unlikely source - Country Joe McDonald's tribute to Florence Nightingale - is one of the best sites on the subject, with well -illustrated chronological details of Nightingale's life. See also links to more details of the Crimean war including a good map of where the Crimea is.

# HISTORY SCHEME OF WORK

## YEAR 2 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	International Hero(Why do we remember Florence Nightingale?)	Use this site for detailed information about Florence Nightingale.
2.1	International Hero(Why do we remember Florence Nightingale?)	Florence Nightingales ' notes on nursing, showing how she changed the conditions the patients were kept in. Good resource for teachers.
3.1	International heroes (Nelson Mandela )	Explain that these are some of the heroes outside the Gambia. Students copy short notes about Nelson Mandela. E.g Nelson was born in South Africa. He worked hard to abolish apartheid (an unfair law that limited the civil rights of black people in south Africa
4.1	International heroes (Nelson Mandela )	Visit the National Army museum.
5.1	The Gambia national Flag	Discuss the colours of the national flag that they are; red, white, blue and green, as well as know what each colour stand for.
6.1	The Gambia National Anthem	The Gambia National Anthem was written by Virginia Julia Howe and was composed by Fredrick Howe. Students learn the words and sing the National Anthem correctly
7.1	Independence	Discuss on what Independence is all about. Explain when our country The Gambia gained freedom from the British rule on the 18th February 1965.

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
8.1	The National Coat of Arms	Talk about the emblems on the Coat of Arms and what each emblem represent.
9.1	END OF YEAR ASSESSMENT	REVISION
10.1	What is communication	Communication is when we pass information from one person to another. A lot of activities on communication can be done in the class. E.g students passing information by whispering to another student etc
11.1	Types of communication	Explain that communication is done in many ways. Some of these ways are traditional and have been used in The Gambia for hundreds of years. Discuss traditional communication and modern communication. .i.e drums, flute, radio, Television, laptop, mobile phone etc. Encourage students to draw them in their Exercise books.
12.1	Ethnic groups in The Gambia. Mandinkas and Wolof's	Discuss with students the different ethnic groups in The Gambia. Each ethnic group has ways of doing things preferably.  The mandinkas and wollofs are one of the largest ethnic groups in The Gambia.
13.1	Fulas and Serers Jolas and Akus	Talk about the origin of Fulas and Serers as well as their traditional dishes and mode of dressing. Talk about the origin of Jolas and Akus as well as their traditional dishes and mode of dressing.