

MARINA INTERNATIONAL SCHOOL

HISTORY SCHEME OF WORK

YEAR 3 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	The Gambia past and present.	Stories of important people. Think about famous people you have heard about and tell the class what you know about them.
2.1	Caring for people in our community.	Talk about the services that people in our communities give to the community. Ask learners what care they can offer.
3.1	Historical places in The Gambia, or our local areas.	Think about old buildings in your area. Find out when they were built and what they were used for. Explain why historical places are important. In groups, encourage learners to work together in identifying some historical places in The Gambia. Tell them to draw a picture of the important places in their areas.
4.1	Historical places in The Gambia, or our local areas.	Let learners know that we learn about historical places and the people that live there from written records, buildings, items that were left behind, and oral history. The National Museum also has a lot of information about the history of The Gambia.
5.1	What every Gambian should know.	Ask learners to tell you the colours of the Gambia National flag. Can they tell you what the different colours of the flag stand for? Tell them what they should do when the flag is being raised (we should stand still to show respect to our country).
6.1	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE

WEEK	TOPIC	TOPIC DETAILS
7.1	The Gambia National Coat Arms.	Look at the picture of the national coat of arms; what do you see? Lions, hoe, axe, and the oil palm tree. Tell learners what they stand for: <ul style="list-style-type: none"> • The axe and hoe stand for agriculture. • The lions stand for the dignity of the state. • The oil palm tree is our National tree. Ask them to trace the coat of arms and colour it.
8.1	The Gambia National Anthem.	Ask learners what they understand about National anthem. Tell them to sing the Gambia National anthem. Can they write it? Let them write all the stanzas in the National anthem. Ask them what they get right and wrong.
9.1	Communication (Traditional ways of communicating).	Ask learners to tell you what traditional methods of communication are still used today. Which methods are not used? Name a traditional instrument and list the materials that were used to make it.
10.1	Modern ways of communication.	Show pictures of modern communication means (radio, television, computer, newspaper, letters, fax machine etc) to learners. Ask them to name the equipment's in the picture. Ask, how do we use these equipment's to send and receive messages?
11.1	ACROSS THE BOARD TEST TWO WEEK.	ACROSS THE BOARD TEST TWO WEEK.
12.1	Different ways of communicating.	There are lots of different ways of communicating. We can communicate with people by talking and writing. We also use signs when communicating with others.
16.1	N/A	N/A

HISTORY SCHEME OF WORK

YEAR 3 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Christianity	<p>What is Christianity?</p> <p>Christianity is the world's biggest religion, with about 2.2 billion followers worldwide. It is based on the teachings of Jesus Christ, who lived in the holy land 2,000 years ago.</p>
2.1	The Christian festivals	<p>Why are the some of the Christian festivals not on the same date each year? It's because the Christian calendar grew out of two calendars, the Jewish and the Roman.</p> <p>Discuss the major festivals in Christianity.</p>
3.1	Introduction to Islam	<p>Islam is the second most popular religion in the world with over a thousand million followers. It is more often thought of as a complete way of rather than religion.</p> <p>Islam began in Arabia, and was revealed to humanity by the prophet Muhammad (PBUH). Those who follow Islam are called Muslims.</p>
4.1	Festivals in Islam	<p>The Muslim year is backed on lunar calendar. Talk about the following festivals in Islam:</p> <ul style="list-style-type: none">• Ramadan• Eid-ul-Fitr• Eid-ul-Adha• Dhu Al-Hijja• Al Hijra
5.1	Hinduism	<p>Hinduism is the world's third most popular religion with 750 million followers. The religion originated in Northern India, near the river Hindus, about 4000 years ago and is the world's oldest existing religion. It is practiced by 80% of India's population.</p>
6.1	Hinduism festivals.	<p>Hindus celebrate a wide variety of events such: as the New Year, Full moon, harvest, marriages and the birth and marriage of gods. This because traditional Hindus consider anything inmate or inanimate to be sacred. Most Hindu festivals are linked to the movement of the sun, moon and seasonal movements.</p>

WEEK	TOPIC	TOPIC DETAILS
7.1	MID-TERM BREAK.	MID-TERM BREAK.
8.1	Judaism	Judaism is the oldest of the world's four biggest monotheistic religions (religions with only one god) it's also the smallest with only about 12 million followers around the world.
9.1	What and when are the main Jewish festivals?	Discuss with learners the following Jewish festivals: <ul style="list-style-type: none"> • Passover • Rosh Hashanah • Hanukkah • Yom Kippur – the day of Atonement • Sukkot / Sukkoth
10.1	MID - YEAR ASSESSMENT WEEK.	MID - YEAR ASSESSMENT WEEK.
11.1	Sikhism	Sikhism is one of the world's youngest religions being found just over 500 years ago. Despite being so young, it is the fifth largest religion in the world, with over 20 million followers
16.1	N/A	N/A

HISTORY SCHEME OF WORK

YEAR 3 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	The evolution of humans.	Have the class create a timeline of events as they watch the videos; be sure to pause often. Ask learners to explain why they think scientists have difficulty pinpointing dates for evolutionary milestones, such as man's use of tools and fire
2.1	Primate evolution.	In this primate evolution activity, learners will compare 3 characters that all primates share. Learners will also compare the traits of current primates to early man by completing 5 short questions.
3.1	Human feet are strange.	Incorporate video, discussion, and hands on hearing to demonstrate how humans have evolved. Watch the video as a class, then work together through discussion questions. Make the activity culmination of a study of the fossil record or evolution.
4.1	Great transitions: the origin of humans.	What makes human? Tools use and large brain of course! Scholars learned about the early the early evolution of humans by watching videos. Scientists explain the challenges in studying early man.
5.1	MID-TERM BREAK.	MID - TERM BREAK
6.1	Early human progress	In this early human lesson, learners should look at 2 pictures of early humans, then write an essay explaining what is different about the lives of the people shown in the 2 pictures.
7.1	Early humans.	Let learners read about the different types of Humanoid. The will examine the different cultural beliefs about evolution.

WEEK	TOPIC	TOPIC DETAILS
8.1	Out of Africa: why early humans settled around the world?	Why should someone want to leave? The old age centre of a though provoking activities. Scholars consider why humans move around the world both during pre-history times and today. Ask learners to consider the pull and push factors for human migration.
9.1	NAT MOCK/END OF YEAR ASSESSMENT WEEK.	NAT MOCK/END OF YEAR ASSESSMENT WEEK.
10.1	The agricultural revolution.	Rather than simply define the agricultural revolution, invite your learners to consider the advantages and disadvantages that agriculture has brought to humanity as a whole. Discuss the learners why the agricultural revolution occurred.
11.1	NAT PERIOD/WEEK.	NAT PERIOD/WEEK.
16.1	N/A	N/A