UNIVERSITY *of* CAMBRIDGE
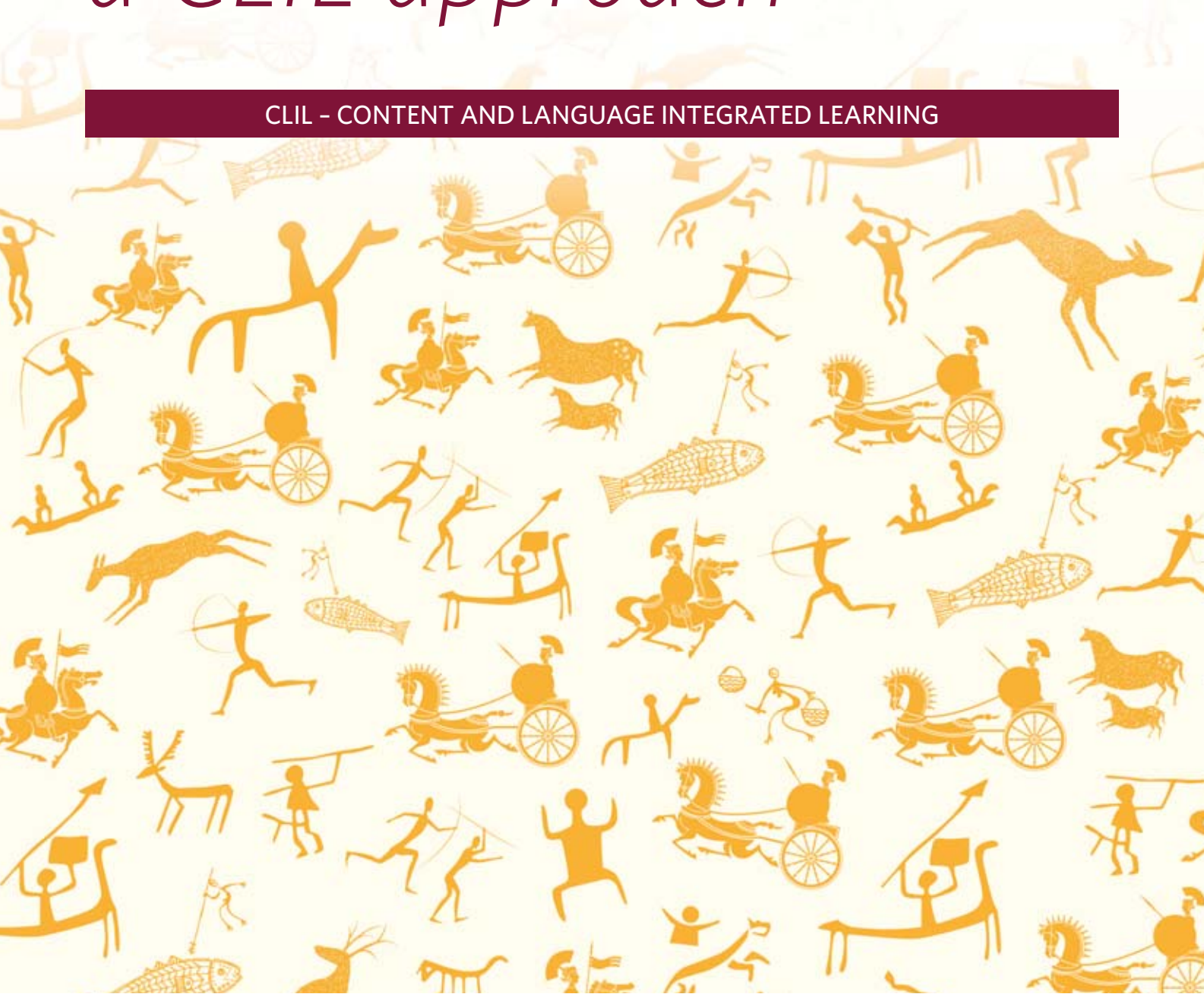## ESOL Examinations

Cambridge English

Teaching History through English – *a CLIL approach*

Contents

What is CLIL?

CLIL is an acronym for Content and Language Integrated Learning. It is an approach to teaching the content of curricular subjects through the medium of a non-native language. In a CLIL course, learners gain knowledge and understanding of the curricular subject while simultaneously learning and using the target language.

Content first

It is important to notice that 'content' is the first word in CLIL. This is because curricular content leads language learning. Learning about history in a non-native language is challenging for teachers and learners. It involves developing knowledge and understanding of: events, people, structures and changes in the past; how the past influences the present; chronology; interpreting and evaluating sources; explaining cause and consequence; comparing and contrasting interpretations of the past; making links across historical periods; reaching conclusions.

In addition, learners need to be able to communicate their understanding of the past. For example:

Asking questions:	What does this source show? How do we know it is reliable?
Comparing and contrasting:	What were the advantages and disadvantages of Roman road design?
Making links across history:	Roman engineers used mortar, a mix of volcanic ash and limestone, to hold bricks and stone together. Greek roads were made of stones fixed together with metal links so they were not so strong.
Cause and consequence:	The skills of the engineers, such as making good foundations and strong arches with mortar, allowed the Romans to build theatres wherever they wanted.
Interpreting sources:	The photograph shows a theatre with high walls. They have rounded arches with keystones. This means it was Roman as the Greeks used flat stones to join columns.

History teachers in CLIL programmes therefore have to know the academic language that learners need in order to communicate their knowledge of historical events, their ideas about chronology, and their descriptions of the features of a particular period of time. Learners also need to be able to discuss historical arguments and justify their opinions. In order to achieve competence in communicating ideas about history, teachers should help learners notice key grammatical patterns as well as key content vocabulary.

The 4Cs of CLIL

It is helpful to think of Coyle's 4Cs of CLIL for planning lessons (Coyle, 1999).

① **Content**: What is the history topic? e.g. Roman trade.

② **Communication**: What language will learners communicate during the lesson? e.g. the language of reasoning: to communicate why Egypt and Britain were important to Rome.

③ **Cognition**: Which thinking skills are demanded of learners in the history lesson? e.g. hypothesising: thinking about what would have happened if the Romans had not used one currency and one set of weights and measures.

④ **Culture** (sometimes the 4th C is referred to as **Community** or **Citizenship**)**:**
Is there a cultural focus in the lesson? e.g. learners can find out whether:

- the Romans traded with their country, what they traded and where the trade route was
- there is any evidence of Roman roads in their country
- names of cities in Roman times are similar to or different from those used in their country today.

If learners live in a country which was not influenced by the Romans, they can find out the nearest country that was. In multilingual contexts, it is important to encourage learners to talk about what was happening in their country 2000 years ago. 'The perspectives of students from across the world can be used to make connections across a range of topics in the history curriculum.' (Phillips, 2008)

Content-obligatory or content-compatible language?

Learners need to produce the academic register of history and they need to know both content-obligatory and content-compatible language. 'For every academic topic, certain language is essential for understanding and talking about the material.' (Snow, Met & Genesee, 1992)

Content-obligatory language

Every subject has its own content-obligatory language associated with specific content. This is the subject-specific vocabulary, grammatical structures and functional expressions learners need to:

- learn about a curricular subject
- communicate subject knowledge
- take part in interactive classroom tasks.

Content-compatible language

This is the non-subject specific language which learners may have learned in their English classes and which they can then use in CLIL classes to communicate more fully about the curricular subject.

For example, history teachers could identify the following language for learning about castle building:

Content-obligatory language	Content-compatible language
mounds of earth	larger ↔ smaller
a keep	important
a curtain wall	people
attack ↔ defend	king
siege	castle
to storm the castle	walls
(explaining possibilities in the past) They could have been attacked or set on fire by ...	*(describing materials)* It was made of .../ They were built of ...

Teachers do not need to use the technical descriptions of these two types of language. Usually content-obligatory language is described as subject-specific or specialist language.

Considerations when planning a CLIL history lesson

Activating prior knowledge

It is helpful to start a lesson by finding out what learners already know about the history topic. Learners may know many facts about a topic in their L1 (first language) but may have difficulty explaining this knowledge in a second or third language. When brainstorming ideas about a new topic, expect learners to use some L1 and then translate.

Input and output

Teachers need to plan the input, i.e. the information that is being presented in the CLIL class. Will it be delivered orally, in writing, on paper, electronically? Is it for whole class work, group or pair work? Will it include the use of source materials? Teachers also need to plan for learner output. How are learners going to produce and communicate the content and language of the lesson? Will it be communicated orally, in writing or by using practical skills? What will success for the learners look like?

Wait time

Wait time refers to the time teachers wait between asking questions and learners answering them. When subjects are taught in a non-native language, a longer wait time than usual is needed so that learners can process new subject concepts in a new language. This is especially important at the start of new CLIL courses so that all learners are encouraged to take part in classroom interaction.

Collaborative tasks

Include tasks that involve learners in producing key subject-specific vocabulary and structures in meaningful pair or group work activities. Tasks may be at word level, e.g. pairs of learners classifying vocabulary into different columns in a table, or at sentence level, e.g. pairs can ask and answer questions about life 200 years ago, groups can explain how they plan to research life in the 19th century and present the information they have found. They can do this either digitally or face-to-face. Activities should support processing of new history content and language.

Cognitive challenge

Learners usually need considerable support to develop their thinking skills in a non-native language. They need to communicate not only the everyday functional language practised in many English classes, but they also need to communicate the cognitive, academic language of school subjects. In CLIL, learners meet cognitively challenging materials from the beginning of their courses.

Providing scaffolding, i.e. content and language support strategies which are appropriate but temporary, is therefore very important. For example, writing a substitution table on the board to support skills of using tentative language:

We think It seems It appears	that the first farmers started		growing food. working in larger groups. keeping animals near the villages.
It is difficult to say exactly It is not certain exactly	where who when	the first farmers	went. were. moved into town.

Providing effective scaffolding is a challenge to all CLIL teachers because learners vary in the amount of support they need and in the length of time the support is needed. Learners might need more support and for longer in one subject than in another.

Developing thinking skills

Teachers need to ask questions which encourage lower order thinking skills (LOTS), e.g. the what, when, where and which questions. However, they also need to ask questions which demand higher order thinking skills (HOTS). These involve the why and how questions and therefore require the use of more complex language. In CLIL contexts, learners often have to answer higher order thinking questions at an early stage of learning about history. For example, a question asked to 10–11-year olds could be: 'After the invention of the printing press, the price of books dropped. Why do you think this happened?'

What kind of challenges are there in CLIL?

Challenges for teachers

Subject teachers need to feel confident about their English language level, especially if they have not used English for some time. For example in history, subject teachers need to:

- be able to present and discuss historical information and sources clearly and accurately
- check pronunciation of subject-specific vocabulary which may look similar to other words in English but have different pronunciation
- be able to use appropriate classroom language to present new arguments, to question, paraphrase, clarify, encourage and manage their classes in English.

Language teachers may decide to teach subjects in CLIL or may be asked to. They need to feel confident about their knowledge and skills related to the subject they are going to teach. For example in history, language teachers need to:

- know how to explain historical evidence, analyse sources, and select relevant information and materials for different ages of learners in meaningful and creative ways that will deepen learners' understanding
- be prepared to answer questions about history with answers that may be unfamiliar to the learners, for example, 'What caused the invasion?'
- widen their knowledge of vocabulary related to specific history topics and its pronunciation.

Challenges for learners

Most learners need considerable support in the first two years of CLIL courses. Most teachers do not know how long learners will take to do tasks, complete worksheets or understand instructions and explanations until they have used materials for the first year. Learners are all different; some need more support in order to understand subject concepts, while some need more support to communicate ideas about subject concepts. Learners may need differentiation of:

- input
- task
- support

The table below gives an example of the way a classroom activity can be differentiated for less able learners who are finding out about life 100 years ago:

Types of differentiation	Examples
outcome	Select and analyse only one photograph of a scene taken 100 years ago rather than two.
task	Find two similarities and differences between life today and life 100 years ago.
support	Provide a choice of vocabulary as well as gap-fills, e.g: the picture shows more/fewer _____ than there are today. There is evidence of _____ 100 years ago but there isn't/aren't any today. Today we have/use _____ while in the picture the people have/use _____.

Differentiation is also necessary for more able learners. Teachers need to plan extension activities to develop learner autonomy and learners' higher order thinking skills for history. This is when Information and Communications Technology (ICT) can be very useful for online learning activities such as web quests and independent fact-finding.

Use of L1

In CLIL, it is recognised that some use of L1 by learners, and sometimes by teachers, is a bilingual strategy that helps learners communicate fluently. Moving between L1 and the target language, either mid-sentence or between sentences, is quite common for learners in CLIL. This is known as code switching. Classroom observations show that use of L1 and the target language happens between learners in the following interactions:

- clarifying teachers' instructions
- developing ideas for curricular content
- group negotiations
- encouraging peers
- off-task social comments

It is important that teachers avoid using L1 unless they are in a situation when it would benefit or reassure learners. Some schools have a policy where no L1 should be used. Teachers should be able to justify their use of L1.

Lack of materials

One of the most common concerns of CLIL teachers is that they can't find appropriate history materials for their classes. Either they cannot find anything to complement the work done in the L1 curriculum or adapting native speaker materials takes too much time. Increasingly, publishers are producing resources for specific countries. However, as teachers gain more experience of CLIL, they generally start to feel able to adapt native speaker materials from websites and from subject-specific course books.

Assessment

CLIL assessment leads to much discussion. Teachers are unsure whether to assess content, language or both. Different regions, different schools and different teachers assess in a variety of ways. What is important is that there is formative as well as summative assessment in CLIL subjects and that there is consistency in how learners are assessed across subjects in each school. Learners, parents and other colleagues need to know what learners are being assessed on and how they are being assessed.

One effective type of formative assessment is performance assessment. It involves learners in demonstrating their knowledge of content and language. For example, they could:

- explain why they chose particular diagrams of different pyramids to analyse the floor plans
- evaluate the plans and explain why they show progress in the development of design.

Teachers observe and assess learners' performance using specific criteria. Performance assessment can involve individuals, pairs or groups of learners. As CLIL promotes task-based learning, it is appropriate that learners have opportunities to be assessed by showing what they can do individually and collaboratively. Performance assessment can also be used to evaluate development of communicative and cognitive skills as well as attitude towards learning. For example, teachers can look for evidence of learners' ability to: describe one of the pyramid's floor plans in detail (communication); reflect on their choice of sources (cognitive skills); and plan the gathering of data collaboratively (attitude).

How can CLIL teachers overcome the challenges they face?

What can teachers do?

What subject teachers can do

- use an online dictionary with an audio function to hear the pronunciation of history vocabulary, e.g. Cambridge School Dictionary with CD-ROM
- use a grammar reference book in order to practise producing questions which involve higher order thinking skills such as expressing cause and effect. For example:
    - In the 16th century, what was the result of the bad harvests and plague?
    - What caused the decline in population?
    - Agriculture suffered a crisis. What lead to this situation?
- make sure learners know the functional language needed to talk about their subject area, e.g. explaining why there was an increase in population in Russia and Italy at the end of the 17th century, or comparing and contrasting two different accounts of the reign of a king or queen.

What language teachers can do

- using online sources or subject-related books in English or the L1, read about history and the key concepts learners will need to understand and communicate
- highlight the subject-specific vocabulary learners need and present new words in topic-related word banks rather than in alphabetical order, e.g. 12th-century trades: master craftsmen, journeymen, apprentices (in order of hierarchy)
- practise delivery of history materials, prepare questions which demand lower and higher order thinking skills and predict questions learners might ask about the topics presented.

What both subject and language teachers can do

- if possible, plan curricular topics together so that both benefit from each other's area of expertise.

How can teachers plan for CLIL?

There are more components in a CLIL lesson plan than in a subject or a language lesson plan. The following nine areas need to be planned:

• Learning outcomes and objectives

Teachers first need to consider the learning outcomes of each lesson, each unit of work and each course. What will learners know and understand about history? What will they be able to do at the end of the lesson, unit or course that they couldn't do at the beginning? What skills will they master and what attitudes about collaboration will they develop? Learning outcomes are learner-centred as they focus on what the learners can achieve rather than on what the teacher is teaching.

For example, in history, the topic of three early towns:

Learners should know …	Learners should be able to …	Learners should be aware of …
there is some evidence that the first towns existed about 10,000 years ago early towns have features which are similar and different how to analyse and make conclusions using source materials	read fact files about the three earliest towns and complete a table summarising the information compare and contrast features of the three towns analyse and make conclusions about homes, materials available and work using three sources	the differences between primary and secondary sources

• Subject content

What content will learners revisit and what content will be new? Learners need to hear subject-specific language more than once, so revisiting a new concept is necessary. For example, source and resource may be confused because the words are similar, or precede and succeed may be confused because the concepts are both related to rulers. To revisit concepts, teachers should present learners with different tasks that demand different language skills but that are aimed at communication of the same concepts. While planning, teachers should also note any anticipated difficulties learners may have with content and language learning.

• Communication

As CLIL promotes collaborative learning, teachers need to plan some pair work or group work activities so that learners can communicate the language of the subject topic. This is not easy when teaching history, especially if the learners' L1 is non-European. Communicative activities should be integrated during the lesson, rather than left to the end of the class. They can be:

- **short**, e. g. tell learners they have 5 minutes to agree with a partner where to mark six events about the reign of the pharaoh on a timeline
- **longer**, e.g. tell learners they have 15 minutes to study the statue, the temple and the list of goods found in the temple and to explain why the three sources provide evidence of reforms.

• Thinking and learning skills

The development of both thinking and learning skills needs to be planned. Do learners move from lower order to higher order thinking skills during the lesson? Subject teachers need to plan and sometimes practise types of questions they will ask to develop both types of thinking. The table below provides some examples:

Lower order thinking questions	Purpose	Higher order thinking questions	Purpose
When was the treaty signed and who signed it? What happened after the treaty was signed?	to review learning to recall historical facts	How could the treaty have helped the countries which didn't sign it? How do you know Source A is more reliable than Source B?	to develop hypothesising skills to develop skills of evaluating and reasoning

CLIL teachers need to plan how to support learners in developing learning skills, such as planning how to carry out investigations, guessing words from context, interpreting information, drafting and editing work

• Tasks

Teachers need to think about the kind of tasks learners will do during the lesson and as a follow-up. It is important to plan a range of tasks which require different challenges, such as less demanding tasks which involve matching sentence halves, marking events on timelines and marking trade routes on old maps. More demanding tasks include explaining causes and effects, providing evidence of change from a text, evaluating evidence and giving reasons why something happened.

• Language support

All teachers need to plan to support for:

① the language of input
② the language of output

Sometimes support for input and output can be the same. It is useful to think of support at word, sentence and text levels. In history, tasks include all three. The table below shows some examples from the topic of 19th-century inventions:

Word-level support	Sentence-level support (stating historical facts)		
Word bank:	**Substitution table:**		
electric light	The steam train	was invented	by …
steam-powered	the telephone		in …
boat	the steam boat		
steam train	the light bulb		
Braille typewriter	the radio		
bunsen burner			
telephone	**Sentence starters** (cause and effect):		
light bulb	As a result of the invention of _____, workers _____.		
radio	Because of electric light, workers in factories _____.		

• Materials and resources

In all teaching, teachers need to find or create materials and then evaluate them to make sure the content and language are suitable for the stage the learners are at. In CLIL most subject materials need adapting because of the complexity of language used in the instructions, the texts or in the activities themselves. This can also be an issue when teachers recommend history websites for learners to access. Web links need to be checked to ensure the language is comprehensible.

• Cross-curricular links

CLIL promotes links with other subjects in the curriculum so teachers should plan to include references to learning similar content in other subjects. For example, if learners are studying the topic of 15th-and-16th century explorers, they can look at an old map then make links to contemporary maps to notice changes in the interpretation of maps, in names of countries and ports (geography). Or learners can study paintings or stone carvings by the Mayas, Incas or Aztecs created at the time to see if they provide evidence of how people lived in different countires (art).

• Assessment

In CLIL plans, it is important to link the assessment of learning, i.e. formative assessment, to the attainment of learning outcomes for the lessons. Many European CLIL programmes use Can Do statements as these are clear for both teachers and learners. Assessment criteria are therefore transparent. For example, in a history topic:

Learning outcomes *Most learners should:*	Assessment *Most learners can:*
know that: • Medieval civilisation was a period of time between the end of the Roman Empire and mid-15th century and that there were significant changes to society • ideas travelled slowly and that the advanced technology of the Romans was lost • there was an emphasis on authority be able to: • explain some events and changes during Medieval times using source materials • describe differences between working life in Medieval times and working life today • give examples of the power of the rulers	• summarise aspects of life in Medieval times • give examples of changes in society and say which were the most significant • say why technology advanced slowly • analyse evidence shown in different sources and make links to Medieval life • compare aspects of working life 1000 years ago with life today

Teachers should keep ongoing records of continuous, formative assessment done through observation of learning experiences in the classroom. It is not necessary to record information about each learner during each lesson. However, over a period of several weeks, evidence of learners' progress as they work towards achieving the learning outcomes needs to be recorded.

Here is part of a record for formative assessment in history. Teachers record the date when they observed learners' achievement of the following:

Assessment criteria				
name	can recount facts about Ancient Greece and use a timeline to show key events	can recall, select and use relevant information about the city-states in Ancient Greece	can explain the difference between an aristocratic polis and a democratic polis	can give two reasons why Ancient Greece should be called a nation and two why it should not

What helps learners learn?

A survey was carried out with secondary CLIL learners from different countries. (Bentley and Phillips, 2007.) It produced interesting findings. The learners were asked to tick a list of factors that help them learn school subjects in English. The learners were aged between 13 and 16 and were from different schools implementing CLIL programmes.

- pictures: 38%
- diagrams: 19%
- word lists: 18%
- translations: 49%

- teacher explanations: 56%
- use of computers: 19%
- friends: 36%

The results of the survey show, firstly, how important it is that teachers explain their subject content effectively and, secondly, if friends support each other in the classroom, it is important to include experiential learning.

CLIL teachers also report that at the start of courses, learners need a huge amount of scaffolding and encouragement to help them learn. This can be in the form of clearly presented step-by-step instructions or explanations, constructive feedback and use of language frames. Learners respond positively to meaningful contexts that personalise learning. They also need regular consolidation of new content and language.

Appropriate task types

There is a range of task types that teachers can use in CLIL. Learners need a variety of tasks to stimulate output of content and language. Some tasks are more time-consuming to set up and create, and also take more time to complete.

It is useful to keep a list of task types and to tick off the ones that have been used over a school term or a year. Here are some examples of task types for history:

circle/underline/tick the word/ sentence/phrase which is true	describe the picture and analyse the historical evidence it shows	information transfer from text to table or to diagram	PowerPoint presentations
classify information about a place in the past into six different categories	domino games	jigsaw text	sequence events leading up to a change
collect and organise information about a battle	find the mistake or find the link between, e.g. different buildings	label or match sources and other images	word searches and web searches
compare and contrast historical maps or other sources	gap-fill	matching sentence halves	
complete the timeline/table/ drawing	identification keys, e.g. a binary key with questions to help learners identify inventions	multiple choice/odd one out	

Questions teachers should ask about the tasks they use are:

- Which tasks motivate learners?
- Which tasks involve interaction?
- Which tasks need language support?
- Which tasks develop thinking skills for the subject I teach?

Applying CLIL to a history lesson

The Palaeolithic Age

Learning outcomes

- to know about some aspects of life and art in the Palaeolithic Age
- to be able to analyse historical sources in order to interpret how people lived
- to be able to use ICT for historical enquiry: to gather and select information
- to be able to transfer historical information from text to notes
- to be able to create a fact file by locating, selecting and organising historical information

The main lesson is 'How did people live in the Palaeolithic Age?' The follow-up lesson is a cross-curricular lesson on Palaeolithic art.

Activating prior knowledge

- Project or copy and put up three images of life in the Palaeolithic Age: a stone tool; a pot; a cave painting.
- Ask learners to tell you any word or phrase they associate with the images. For example: stone, very old, animal, cave, hunting animals, for water. Accept some L1 and translate. Write the words and phrases on the board. Ask learners to predict what they will learn about in the history lesson.
- Write 'Palaeolithic Age' on the board and repeat the phrase several times. Mark the main stress by underlining 'lith'. Find out if learners know the meaning of Palaeolithic (palaeo = ancient + lithos = stone) and tell them it is a Greek word. Ask them to guess what Neolithic means (new stone).
- Draw a timeline on the board:

| 200,000 | 100,000 | 50,000 | | 2000 | |

- Indicate the Middle Palaeolithic Age on the line, i.e. about 200,000–50,000 years ago.

Vocabulary focus

Write on the board: hunting, fishing, gathering, nomadic, outdoors, caves, wood huts, tribes, fire.

Ask learners which words they know. Check everyone understands the vocabulary and then ask which words they don't know. Explain the meanings. Ask why you put the words on the board: they will read them in a text about the Palaeolithic Age.

Eliciting subject knowledge

Learners first look at the picture of 'Life in a cave' and the caption below the picture (see following page). Elicit what they can see and ask them what they think people did during the Palaeolithic Age (question in Activity a). Identify the fire in the centre of the picture and ask why fire was an important discovery (question in Activity b). Provide language support by writing a sentence starter on the board: *Fire was important because Palaeolithic people could _____.*

Answering questions

Learners read the text and notice the key vocabulary which was recorded on the board and which is written in bold font in the text. In pairs, learners then answer Activities a and b orally. Did they predict the answers correctly before they read the text? With a different partner, agree how Palaeolithic people could have made their stone tools. Write verbs and gap-fill sentences on the board for support:

- found, cut, shaped, used, smoothed, sharpened
- They might have _____ them near the caves. They could have _____ the stones.

Notice that the sentences involve communicating ideas about possibilities in the past. The language needed in order to do this is advanced so most learners will need support to say or write these sentences accurately.

How did people live in the Palaeolithic Age?

Life in a cave
Many activities were carried out in the open air during daytime. Cave entrances were covered by stones and branches for protection against cold and rain.

Life in the Palaeolithic Age

The first human beings lived from **hunting, fishing** and **gathering** wild fruit. They hunted mammoths, bears, elephants, deer, bison and other animals. They used their meat for food and their skins for clothes.

They were **nomadic**: they did not live in a fixed place. They followed the animals they hunted, and searched for places where water, food and shelter were available. They lived **outdoors**, in **caves**, or in **wood huts**. They were organised in small **tribes**, made up of members of the same family.

Palaeolithic means **Stone Age**. Men and women made tools and objects of **stone**. They used them to hunt and cut animals' skins and meat.

Fire was discovered about half a million years ago. It was an extremely important discovery. Early human beings used fire to heat their caves, cook food and drive wild animals away.

Stone instruments for hunting

Activity
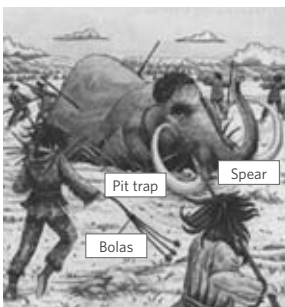Answer all these questions.
a. How did humans spend their time during the Palaeolithic Age?
b. Why is fire one of the most important discoveries in the history of humanity?
c. How did people make their stone tools?

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Providing support for historical enquiry

1. Write 'extinct' on the board and elicit the names of any animals learners know which are extinct. Ask how animals become extinct, accept some L1, and then write ideas on the board (changes in: environment, e.g. climate and habitat; arrival of humans ==> hunting and new diseases, new predators; natural disasters; external cause, e.g. a meteorite).

2. Learners look at the picture and labels (see image below). Ask lower and higher order thinking questions to elicit what is happening. For example:

Lower order thinking questions	Which animal is being hunted? What are the men using to hunt the animal? (spear)
Higher order thinking questions	How was the animal trapped? What do you think the men will do with the animal next?

3. Learners read the text 'Did you know?' and underline any words they don't understand. Once they have finished reading, ask them to tell you the underlined words and write them on the board. If they cannot pronounce them, encourage them to spell the words as you write them.

Did you know?

Mammoths are the ancestors of elephants. They became extinct a million years ago. Why did this happen? Scientists used to think it was due to climate change: the weather became hotter and the mammoths could not adapt.

However, other scientists have discovered that mammoths disappeared gradually, as the land became populated by humans. Was the extinction of mammoths caused by hunting?

Mammoth hunting

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4. Write on the board: *Do you think humans changed the environment during the Palaeolithic Age?* In pairs, learners think of two ways humans could have changed the environment. Encourage them to say: *They could have …* Feedback ideas, accept some L1 and translate.

5. Investigate: learners in pairs look for information in books and on websites about another animal species that became extinct during the Palaeolithic period. Provide a worksheet to enable learners to focus on essential information. Remind learners of the different animal classes: mammal, reptile, bird, fish, insect.

For example:

Palaeolithic Age

Extinct animal: _____

Class of animal: _____

It became extinct because of _____.

With a different partner, learners exchange information using their worksheets and the language support written on the board:

- Which extinct animal did you find out about?
- What kind of animal was it?
- Why did it become extinct?

Ask learners if they know of any other animals which are now extinct but were alive five hundred years ago, e.g. the dodo.

> **Cross-curricular links**
>
> *In this lesson there are links to other curricular subjects such as geology (extinct Palaeolithic animals) and biology (animal classes).*
>
> *The follow up to the lesson involves understanding life in the Palaeolithic Age through art and then locating places where cave art was done on a map (geography). The cross-curricular aspect of learning is an important part of a CLIL approach.*

> **Personalisation**
>
> *Find out what learners already know about cave art and find out if any of them have seen cave paintings. If so where were the paintings and what was painted on the cave walls?*

Mark 35,000 years ago on the timeline and pre-teach: sensibility, ritual, bison, relief surface, volume and minerals. Learners read the text and underline the words on the board. Ask why you marked 35,000 years ago on the timeline (human beings started decorating caves with paintings).
.

Palaeolithic art

Altamira cave painting

Art

About 35,000 years ago, human beings started decorating caves with paintings. This type of art is called **cave art**. It shows that our ancestors had an artistic sensibility. Perhaps the paintings also had a ritual meaning.

Palaeolithic art had the following characteristics:

- **Animals**, such as deer, bison, horses and mammoths were often represented.
- The paintings were **realistic**. The relief surface of the cave was used to give them volume.
- Several **colours** were used.
- **Minerals** were mixed with egg white to make the colours. **Animal hair** was used to make brushes.

The most famous Palaeolithic paintings were found in **Altamira**, in the north of Spain, and **Lascaux**, in the south of France. They are amongst the most admired works of art ever created.

Essential Geography and History 1 (2008) Madrid: Santillana Educación

If possible, show a map of Europe and point out Altamira (near Santander) in Spain and Lascaux in France. Explain that cave art has been found all around the world: in India, South Africa, North America, Bulgaria and many other countries.

Project an image of one of the cave paintings or show one from a book. Learners study the painting and then ask:

- What does it show?
- What colours are used?
- Is there an outline around the shapes?
- Does the painting show movement?
- Can you predict the size of the shapes? (about _____ cm / _____.)

Consolidating historical understanding

An effective way to consolidate understanding of new information is to ask learners to make fact files or index cards (see Activity a below). Learners can then read and compare notes with a partner. Many skills are involved:

- recalling or checking the information from the texts and from additional information presented in class
- looking closely at the text to find key vocabulary
- summarising the information and note-taking
- reading and checking a partner's work
- communicating feedback to partner.

The follow-up Activities (b and c) consolidate the skills listed above as learners then complete two further index cards, one on Palaeolithic art and the other on an object from the coursebook. Alternatively, they could find an object from the Palaeolithic Age in another book or from a website and then complete the index card. Small groups can then share their work and ask questions.

Index cards activity

Index cards are a good way to store information about a topic. They can also include some photographs or pictures which give essential information. Index cards are made of cardboard and are stored in some kind of file or box.

a. Use these cards to summarise the essential features of life in the Palaeolithic Age.

b. Make new index cards on Palaeolithic art.

c. Some professions use index cards to classify objects. Look at the example below, then make a card to classify an object in this book.

Palaeolithic Age
Chronology (beginning and end):

_____

Meaning of the name: _____
Main features: _____

Lifestyle
Organisation:_____
Housing: _____
Clothes: _____
Beliefs: _____

Hierapetra Idol (Crete)
Period: Neolithic
Material: Clay
Shape: A female human figure
Decoration: Lines
Technique: Handmade
Function: To gain the favour of divinities in order to improve the fertility of land and animals
Present meaning: It is a valuable object providing information about ancient beliefs.

Essential Geography and History 1 (2008) Madrid: Santillana Educación

Plenary

At the end of the lesson and at the end of the follow-up, allow time to review what was learned.
Ask learners to tell you:

- something new they learned
- something they already knew
- something that was interesting
- something they would like to find out about.

Assessing learning

Formative, ongoing classroom assessment by teachers and peers is a valued part of learning.
Assessment 'for' learning requires teachers to be prepared to observe individuals, pairs, groups or
sometimes the whole class and to evaluate what learning is taking place. What is observed is often
linked to the learning outcomes of the lesson. For this history lesson, teachers could prepare a checklist
of outcomes and write the date when there is evidence that the learner is working towards achievement
of the learning outcome. You could use a key similar to the one below to indicate how well the learner
is performing.

Key

1. needs support
2. needs some support

3. rarely needs support
4. well on the way to achieving the learning outcome

name	can communicate information about life in the Palaeolithic Age	can analyse historical sources and interpret how people lived	can use ICT to gather and select information about the Palaeolithic Age	can transfer information from texts and sources to a fact file	can collaborate with a peer to check one another's work

Learners should be observed at regular intervals so that data can be collected over a school year.
As the history course progresses, learners should be gaining higher numbers in the learning outcomes
even though the topic changes, e.g. can communicate information about life in the Palaeolithic
Age ==> can communicate information about the Mesopotamian civilisation or can communicate
chronological understanding.

In formative assessment, it is important that the teacher or peers give feedback about progress.
If learners understand why they need support, they feel reassured as they can work on the area the
teacher indicates that needs improving. For example, some learners may have a poor chronological
understanding of a period because they cannot describe relationships between characteristic features
of different times.

History teachers therefore need to provide a clear structure for learning about history in order to
support learners in communicating about the past. However, they must also provide language support
so that learners feel confident about linking sentences to explain, analyse and evaluate.

History and academic texts

It is recognised that history involves extensive reading of academic texts. Not only must learners comprehend complex vocabulary and grammar, they must also produce an academic style in their own writing because this is what is expected of history students. Academic register for history subjects includes:

- Passive forms: the 'who' is less important than the what. For example, in the text about 'Life in the Palaeolithic Age' on page 18: 'They were organised in small tribes, made up of members of the same family,' indicates that 'who' organised the groups is unimportant. What learners need to know is the concept of a tribe, while 'Fire was discovered half a million years ago' shows that who discovered fire is unknown.
- Cause and effect: for example, in the text about mammoths on page 19, 'However, other scientists have discovered that mammoths disappeared gradually, as the land became populated by humans' is a complex sentence which many learners would find difficult to produce without support.
- Evaluation: learners are required to become 'external evaluators of history' (Whittaker, 2011). When writing history genres, learners have to explain causes and consequences of historical events, but also take a stance towards them. To do this they need to control the grammar and lexis of evaluation. An example from the index card text on page 22 states: 'It is a valuable object providing information about ancient beliefs.'

Helping learners notice the features of language used in texts increases their awareness of appropriate register, and, with practice and support, they can then communicate their ideas with confidence.

The methodology for teaching this sample history lesson can be applied to most contexts where learners have a coursebook or written materials to read, interpret and respond to orally and in writing.

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