

Planning framework for History

Planning frameworks (e.g. Gibbons 1991, 2002) which take account of language structures within an activity or a topic, and the thinking skills which language supports, are useful ways forward for teachers in considering the needs of pupils learning English in the mainstream classroom. Below, a teacher is organising a History topic and planning for language structures which will support pupils' thinking skills in the learning activities.

TOPIC	ACTIVITIES OR COMPONENTS	LANGUAGE FUNCTIONS/ THINKING SKILLS	LANGUAGE STRUCTURES	VOCABULARY
<i>The topic</i> ↓	<i>includes these activities</i> ↓	<i>which require these language functions</i> ↓	<i>which will be modelled using these structures</i> ↓	<i>and vocabulary</i> ↓
Children in Victorian Britain	Describe life for Victoria's children from portraits	Describe, compare, infer	In Victorian times..... nowadays.... it looks as though...	rich, servants, expensive
	Empathy for poor children from contemporary reports	Narrate, report	First person narrative	work, hard, poor, hungry
	Understand the work of significant philanthropists	Evaluate, cause and effect	If...then because...	improve, poverty, charity, laws
	Schooling in Victorian times from illustrations, museum visit	Compare, converse	Simple past, used to....today...but then...., because...	desks, learn, punishment, recite
	Attitudes to childhood	Recount, hypothesise, express possibility	People thought... If they had....then they would..	children, adults, play, games

(adapted from Mobbs, M, EMA Project, Lancashire in NALDIC News 13, November 1997)

Gibbons, P. (2002) *Scaffolding Language, Scaffolding Learning*, Portsmouth NH: Heinemann. Available from www.naldic.org.uk/eal-publications-resources/Shop

Gibbons, P. (1991) *Learning to Learn in a Second Language*, Newtown Australia: PETA