

HISTORY AUTUMN 1 - YEAR 7: 1) WHAT IS HISTORY? 2) INVASIONS OF BRITAIN

| Rationale and Context of Unit: | Core curriculum content: | Tier 2 & Tier 3 vocabulary explicitly taught: |
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| <ul style="list-style-type: none"> • Links to prior learning of Ancient History (Celts, Romans, Anglo-Saxons, Vikings); concepts of chronology • 'What is History?' unit allows department to assess and understand prior learning and set out some of the skills required to become historians e.g. interpretation, significance, chronology, inference etc. • Allows students to know and understand the different types of sources and the difference between sources and interpretations • Unit on invasions of Britain contextualises life in England prior to the Norman Conquest and introduces the importance and impact of migration to British history and culture • Understand the idea of change and continuity – what was the impact of the migration of different groups (e.g. Romans, Anglo-Saxons, Vikings) on the shaping of Britain/England? • Assessing 'identity' and challenging misconceptions about what it means to be 'English' | <ul style="list-style-type: none"> • What is History? What are the skills required to study history? (linked to tier 2 and 3 vocab) • Know the meaning of 'chronological' and demonstrate understanding; explain the difference between 'primary' and 'secondary' sources • Understand the meaning of 'interpretation' and 'inference' and practice these key historical skills • Invasions of Britain – why did the Romans invade and conquer Britain and what impact did they have on the development of British society and culture? • What is meant by the 'Dark Ages' and why has this term fallen out of favour with historians? • How did the Anglo-Saxons rule Britain and what was their impact on the shaping of Britain? How did the Vikings challenge Anglo-Saxon rule? • How 'English' was England by 1066? | <p>Significance; chronological; interpretation (Latin – interpretari -) anachronism; source; primary; secondary; inference; era; artefacts; century; reliability; continuity; decimate/decimation; empire; imperialism (Latin – supreme power); aqueduct; migration; invasion; Heptarchy; danegeld; Danelaw; longboat; pagan; monk; Great Heathen Army; fyrd; burh; Witan</p> |
| Challenge and Support: | Worldwide learning/ links to 21 st century: | Cultural capital/ Industry/ Enrichment: |
| <ul style="list-style-type: none"> • Interpretations – what are they? Why do they say different things about the same event? • What is your interpretation of life in school? Why is it different from your peers? • Learn and use new vocabulary both verbally and in written form in the correct historical context • Writing frames, sentences stems, question stems; VIP strategy for disadvantaged students • Success criteria • Use the SEND passports to ensure the correct strategies are used to support students who have SEN • Recommended reading: 'Riddle of the Runes: a Viking Mystery' by Janina Ramirez; 'Anglo-Saxon Boy' by Tony Bradman | <ul style="list-style-type: none"> • Use of skills; understanding of chronology • Impact of historical events on the 21st century • Impact of imperialism on the 21st century – relate empire to independence • Importance of military in sustaining governments • Ideas formulated by the Romans still relevant today e.g. under floor heating etc. • Impact of migration on England – considering this social impact in more general terms too | <ul style="list-style-type: none"> • Understanding of the geographical world -where countries are in the world (e.g. Roman Empire and its colonies/dominions; origins of Anglos-Saxons and Viking invaders) • Knowledge of Latin and some words translated – teach terms e.g. carpe diem etc. • Importance of trade - globalisation |

| Historical, Social, Moral, Spiritual, Cultural context: | Cross curricular links/literacy/numeracy: | Common misconceptions: |
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| <ul style="list-style-type: none"> Culture of different European countries and their societies; importance of migration in shaping culture and society Question the morality of empire/invasion and the impact imperialism has today Spiritual – exploration of Anglo-Saxon and Viking paganism and the development of Christianity in Britain Moral – the belief that strength gives people the right to invade territory and push natives out of land they previously occupied – fate of the Celts | <ul style="list-style-type: none"> Numeracy – chronology; understanding measurements of time – which year is in which century Literacy - use of keywords and inclusion in writing; expectation to use verbally in full sentences; numerous opportunities for whole class reading aloud (popcorn reading) Cross curricular links to geography – where countries are in the world – world map | <ul style="list-style-type: none"> Understanding of chronology – which century years are in; BC and AD (BCE – CE) Life stayed the same in Britain even after the Romans left Julius Caesar successfully invaded and ruled Britain Anglo-Saxons were native to Britain Misconceptions about ‘English’ identity |
| Assessment timeline: | | |
| <ul style="list-style-type: none"> Application of KS2 knowledge and understanding test – baseline History assessment Regular use of recap quizzes to test knowledge Balanced argument and clear judgement (extended writing) with regards to how ‘English’ England was by 1066. | | |
| Home learning | | |
| <ul style="list-style-type: none"> Research a historical figure; write 5 facts about what makes them significant – beginning of SOL Create a revision resource, supported with knowledge organiser in the ‘Invasions of Britain’ unit ahead of the end of unit assessment | | |
| Feedback | | |
| <ul style="list-style-type: none"> Feedback will follow school policy (Feedback 4) and can include live feedback using the iscan. All students will engage in green pen improvement activities as part of assessment feedback | | |

Length of unit (duration indicated in lessons)

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| Unit: 1 and 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |