

AUTUMN 1; YEAR 7, WHAT IS HISTORY? / INVASIONS OF BRITAIN, HISTORY DEPARTMENT

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> • Links to prior learning of Ancient History (Romans); 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 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? 	<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</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. 	<ul style="list-style-type: none"> • Understanding of the geographical world -where countries are in the world (Roman Empire and its colonies/dominions) • 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:
<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 ruled Britain Anglo-Saxons were native to Britain
Assessment timeline:		
<ul style="list-style-type: none"> Application of KS2 knowledge and understanding test 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 <i>Meanwhile, Elsewhere</i> – Mount Vesuvius and Roman Britain – middle of SOL 		
Feedback		
<ul style="list-style-type: none"> Feedback will follow school policy and include live feedback using the iscan. Self-assess assessments 		

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													