

St Michael's Church of England High School – Scheme of Learning Overview

Subject: History		Year group: 7	
Unit: Britain Pre 1066 (Introduction to BIG IDEAS in History)			
Overview (including links to Big Ideas)			
<p>In this topic the pupils are introduced to the BIG IDEAS at St Michael's. This is set in a pre-1066 context to build on KS2 content which should have been covered in primary school. The BIG IDEAS in history are based around:</p> <ul style="list-style-type: none">• Chronology• Change and continuity• Causation and Significance• Using historical evidence• Analysing historical interpretations• Understanding historical perspectives <p>Each of these concepts are introduced to pupils across 10 lessons. Each lesson will have a specific focus so pupils can create a foundation of which they can build upon across the KS3 curriculum.</p>			
Links to Prior and Future learning (Why this? Why now?)			
<p>It is expected that during KS1 and 2 that pupils will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance. Pupils will use these skills to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives. The pupils are taught this topic as it will refresh the skills they should have learned in previous years and apply the skills with content they will have studied in primary. Having already learnt the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor it is intended that Year 7 pupils will grow in confidence and become successful historians in their years at St Michaels.</p>			
Knowledge Goals		Lesson sequence	
<p>Pupils will be able to put events into chronological order which will help develop their understanding of second order concepts such as cause and consequence and change/continuity.</p> <p>Pupils will be able to define what a primary/secondary source it and provide examples of such.</p> <p>Pupils will be able to identity bias in historical sources and justify how this can have an impact on the utility of a source.</p> <p>Pupils will be able to categorise events into short, medium and long term causes which will help them to map the causation of certain events.</p>		<ol style="list-style-type: none">1. Who invaded Britain between 500BC-1000AD? (BI: Chronology)2. Why did the Romans invade Britain? (BI: Causation)3. What was a gladiator's life like? (BI: Using historical evidence)4. Why is Boudicca's revolt significant? (BI: Significance)5. What have the Romans done for use? (BI: Change and continuity) Assessed Question6. Who were the Anglo Saxons? (BI: Perspectives)7. Who were the Vikings? (BI: Using interpretations)8. Were the Vikings really vicious? (BI: Using interpretations)9. How great was King Alfred?10. Assessment feedback and consolidation.	

<p>Pupils can analyse interpretations of the Stone Age to explain how Britain has changed over time and explain the impact invasion has had on the island.</p>	
Key vocabulary (Tier 2 and 3)	Reading/Writing/Numeracy development
<ul style="list-style-type: none"> Analyse Significance Periods of time Chronology Interpretations Bias Immigrants 	<ul style="list-style-type: none"> Peer reading Reading of sources Chronology Extended writing on impact of settlement Using examples to support a point of view
Teaching strategies	
<p>Quality First Teaching strategies (QFT)</p> <ul style="list-style-type: none"> Use of Red/Green cards Open ended questioning Modelling Model answers (WAGOLL) Scaffolded tasks <p>Stretch and Challenge</p> <ul style="list-style-type: none"> Activities within lessons which allow students to expand on knowledge gained in the lesson Activities which allow pupils to compare and contrast time periods in history. 	
Assessment	
<ul style="list-style-type: none"> Knowledge recall quizzes (red pen exercises) Peer assessment Teacher feedback on lesson 5 Half termly assessment (review of content covered in scheme of learning) 	
Homework	
<ul style="list-style-type: none"> All about me timeline task Knowledge organiser quizzes 	
Cultural/Social/Economic Development	Subject specific information (eg scientific enquiry/historical enquiry/key practicals)
<ul style="list-style-type: none"> In this sequence of lessons, it is intended that pupils will be able to apply the skills developed to their everyday life. Challenge different sources and assess their utility. 	<ul style="list-style-type: none"> Using historical sources and interpretations to be a successful historian. This fundamental skills will be continually used throughout their study of history at St Michaels.

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Lesson No:	Key Knowledge	
1	<p>Pupils will know:</p> <ul style="list-style-type: none">That the Celts, Scots, Romans, Anglo Saxons and Vikings invaded Britain between 500BC and 1000AD.How to place these groups into chronological order.Why these groups came to Britain.	
2	<ul style="list-style-type: none">That the Romans arrived in Britain in 43 ADThe reasons for their invasion can be split into three factors Goods/Power/Revenge.The most significant reason for the Roman invasion.	
3	<ul style="list-style-type: none">The difference between primary and secondary sources.Facts about the lives of gladiators from various sources.Why historical sources are important to historians	
4	<ul style="list-style-type: none">That the Celts were very unhappy about the Roman invasion.Boudicca came from the Iceni tribe and raised an army against the Romans.The significance behind a revolt led by a woman.	
5	<ul style="list-style-type: none">The Romans brought many things to Britain like; roads, aqueducts, language.The knowledge in this lesson will be assessed through a piece of extended writing.	
6	<ul style="list-style-type: none">New invaders came across the North Sea. Historians refer to these people as the Anglo-Saxons. They were a mixture of people from (modern day) Holland, Germany and Denmark.Anglo-Saxon houses were built of wood and had thatched roofs.The different roles people had within the Anglo Saxon community.	
7	<ul style="list-style-type: none">The Vikings arrived in Britain in 793 AD and raided the monastery of Lindisfarne.What daily life was like for VikingsDid they differ much from other invaders we have studied?	
8	<ul style="list-style-type: none">The Vikings and Native Americans first met around 1000 AD.The desire for new goods led to 1,000 years of trade and interactions among people from different places	

9	<ul style="list-style-type: none"> • Who King Alfred was and key facts about his life • The reasons why he came to be known as Alfred the Great e.g. Alfred realised he could not drive the Vikings out of England and so he made peace with them in the Treaty of Wedmore in late 878.
10	<ul style="list-style-type: none"> • Pupils will have the opportunity in this lesson to respond to feedback with red pen. The teacher can also take the opportunity to address common misconceptions and help pupils consolidate the knowledge they have gathered in this topic.