

## Year 7 History Autumn Term

Intent	<b>Wider Learning:</b> <ul style="list-style-type: none"><li>In the autumn term, students are introduced to the concepts that govern history such as change, evidence, cause and consequence.</li><li>They use these ideas to explore the changes the Romans made to Britain and Europe, the evidence we have of Anglo-Saxon Britain and the causes and consequences of Norman Conquest</li><li>This will help them to understand the birth of the English state up to 1100.</li></ul>	<b>Key vocab:</b> <div><div><div>1. Cause</div><div>2. Consequence</div><div>3. Evidence</div><div>4. Source</div><div>5. Rebellion</div><div>6. Chronological</div><div>7. Danelaw</div><div>8. Anglo-Saxons</div><div>9. Vikings</div><div>10. Jorvik</div></div><div><div>11. Feudal System</div><div>12. Harrying</div><div>13. Domesday Book</div><div>14. Motte and Bailey</div><div>15. Fyrd</div><div>16. Cavalry</div></div></div>
	<b>The big questions</b> <div><div>1. What is history? How is the past different to the present?</div><div>2. Why is evidence important to historians?</div><div>3. How has change governed history and what have been the consequences?</div><div>4. What does evidence teach us about Anglo-Saxon and Viking Britain?</div><div>5. Why is Sutton Hoo an important historical site?</div><div>6. How did the English state come into being?</div><div>7. Why was there a succession crisis in 1066?</div><div>8. How did William become ‘the Conqueror’?</div><div>9. How did the Normans change England and secure their power?</div></div>	
Implement	<b>Order of learning</b> <ul style="list-style-type: none"><li>The past and the present</li><li>Using evidence</li><li>Cause and Consequence</li><li>How the Roman Empire changed the world</li><li>Anglo-Saxon Britain</li><li>Sutton Hoo</li><li>The birth of ‘England’</li><li>Succession Crisis of 1066</li><li>Battles of Stamford Bridge and Hastings</li><li>Norman changes: Feudal System, Domesday Book</li></ul>	<b>Differentiation</b> <div><div><b>Scaffold:</b><ul style="list-style-type: none"><li>Sentence Starters</li><li>Use of integrated images for dual coding</li><li>Use of Chromebooks for assessments and for extended writing for students who find it necessary</li><li>Knowledge Banks</li></ul></div><div><b>Stretch:</b><ul style="list-style-type: none"><li>Extended writing opportunities</li><li>Live-marking – prompting opportunities</li><li>Stretch tasks explicitly labelled throughout booklets</li></ul></div></div>
Impact	<b>Assessment and homework</b> <ul style="list-style-type: none"><li>Assessments completed in a mixed constitution format: Gap Fill &gt; Knowledge Quiz (Quizzizz) &gt; Written Task based around historical concept that has been explicitly taught.</li><li>Homework based around knowledge banks: Key People, Key Dates and Key Terms to ensure understanding of core knowledge. This is tested on Quizzizz.</li><li>Feed Forward Targets set by students to ensure self-reflection and metacognitive response in future assessments.</li></ul>	<b>Feedback</b> <div><div>Whole Class Feedback</div><div>Use of visualiser to show strong responses</div><div>Students complete ‘re-apply’ task to ensure feedback is acted upon</div></div>