

KEVICC KS3 Curriculum:	Subject: History	Key terms and vocabulary.
Year: 7 Term: Autumn 1	Topic: <i>Introduction to History</i>	<p>Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?</p> <p>Conceptual vocabulary will be present throughout the topic: Change Continuity Cause Consequence Significance Similarity Difference</p> <p>Period specific terminology will also be present throughout the course.</p> <p>Key term: chronology Understanding checked through questioning and regular feedback</p> <p>Period specific terminology:</p> <p>Colonisation; circumnavigation; Spanish Armada; Industrialisation; Cholera; Reconstruction.</p>
<p>What is the essential knowledge from this unit? What do students need to remember and understand? Conceptual focus is change and continuity This will serve as an introductory course to History, detailing the basic skills of the Historian, including an understanding of Chronology and remembering of key dates, events, and individuals (AO1); Key conceptual understanding (AO2); and the utilisation of sources (AO3).</p> <p>The key focus is on Plymouth through time. How has Plymouth changed over time? And considering the overall enquiry question: <u>When was the best time to live in Plymouth?</u></p> <p>The central focus of the lessons will be looking at different time periods in Plymouth (Tudor, Industrial, Post-War) and considering four key aspects: Housing, Heath, Employment, Entertainment.</p> <p>By doing this, it allows the students to acknowledge how things have changed over time as they constantly compare the time periods against one another. It also allows them to highlight how Historical context can influence decisions and changes over time.</p> <p>Key concepts students will look at include: Change – this is the key conceptual focus of this topic Continuity - this is the key conceptual focus of this topic Cause Consequence Significance Similarity Difference</p>		
<p>What prior learning supports understanding of this content? No prior learning assumed. Class discussion to see what History students studied in Primary School.</p>	<p>How does this content link to future learning? Basic Historical skills are taught, with a key focus on chronology, utilisation of source material, conceptual understanding.</p>	
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Reading activities of sources provided by teachers to develop comprehension and literacy. Students will be accessing written exhibition labels and writing their own.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Writing tasks provided every lesson – some comprehension from source material, some creative. All focused on the conceptual focus.</p>	
<p>Key assessments: <i>How will students review the information learned?</i> <i>How will feedback be seen?</i></p> <p>Recaps every three lessons to assess knowledge (AO1), with quickfire questions and immediate answers in low-stakes quizzing. This will also present opportunities for self-assessment and a purple pen exercise.</p> <p>Assessment will look at the changing nature of Plymouth over time with a focus on the four key aspects stated above before students use their overall knowledge to answer the enquiry question: When was the best time to live in Plymouth?</p>		

