

KEVICC KS3 Curriculum:	Subject: History	Key terms and vocabulary.
Year: 7 Term: Autumn 2	Topic: Rebirth of a Nation	<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, infantry, fyrd, housecarls, claimant, invasion, shield wall</p>
<p>What is the essential knowledge from this unit? What do students need to remember and understand?</p> <p><u>Conceptual focus is cause and consequence</u></p> <p>It will serve as a continuation of the learning of the basic skills of the Historian: understanding of Chronology and remembering of key dates, events, and individuals (AO1); Key conceptual understanding (AO2); and the utilisation of sources (AO3) but will also begin looking at Historical Interpretations (AO4). The key focus for the assessment will be an evaluation piece answering the question: <u>Why did William win the Battle of Hastings?</u></p> <p>This second topic will look at the changing nature of England from post-1066 (as per National Curriculum outlines), when England was under the rule of the Anglo-Saxons through to the rise of Norman England. It will allow students to utilise skills they have worked on in Autumn 1 by comparing and contrasting two Historical groups in the same setting and looking at what it was like for people living in both periods.</p> <p>By doing this, it allows students to acknowledge the consequences of key Historical events, such as the Battle of Hastings and the Norman Invasion of England.</p> <p><u>Key concepts students will look at include:</u></p> <p>Change Continuity Cause – this is the key conceptual focus of this topic Consequence – this is the key conceptual focus of this topic Significance Similarity Difference</p>		
<p>What prior learning supports understanding of this content?</p> <p>Students will be working on their prior learning from Autumn 1 to help develop their conceptual understanding. No prior knowledge of the time periods is necessary. However students will have developed a sense of some periods/cultures pre-1066 from their primary curriculum.</p>	<p>How does this content link to future learning?</p> <p>Students will continue to work on their basic Historical skills as well as adding in more advanced skills, such as evaluation, and beginning to look at the nature of Historical interpretation. It will also give them some grounding for GCSE content. Specifically the British History Paper, looking at the Norman Conquest, c.1065-1087</p>	
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Reading activities of sources and Historical interpretations provided by teachers to develop comprehension and literacy. Old English riddles and poetry; the Anglo-Saxon Chronicles; Key historians such as Michael Wood and Robert Bartlett</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 from Historical interpretations, some creative. All focused on the conceptual focus.</p>	
<p>Key assessments:</p> <p><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.</p> <p>Assessment is an evaluative piece comprised of three sections:</p> <ol style="list-style-type: none">1. Single-mark knowledge questions (AO1)		

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| <ol style="list-style-type: none">2. Descriptive narrative of the Battle of Hastings (AO1 and AO2)3. Utilisation of Interpretations to evaluate the reasons why William won the Battle of Hastings (AO1, AO2, AO4) | |
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