

KEVICC KS3 Curriculum:	Subject: History	Key terms and vocabulary.
Year: 8 Term: Autumn 2	Topic: What impact did Tudor Devon have on the World?	<p><i>Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?</i></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>Understanding checked through questioning and regular feedback.</p> <p><u>Period and content specific terminology:</u> Circumnavigation, exploration, colonies, Golden Hind, Nova Albion, Tierra del Fuego, Sir Walter Raleigh, Roanoke and Jamestown, the New World</p>
<p>What is the essential knowledge from this unit? What do students need to remember and understand? <u>Conceptual focus is consequence</u></p> <p>This module is continuing the year-long theme of exploration by going back to the Tudor Age of Exploration and considering the impact that key individuals from the local area (Sir Francis Drake and Sir Walter Raleigh) had on exploration of the world.</p> <p>The introductory lesson will be an introduction to not only Sir Francis Drake as a significant individual in History, but also to Historical Interpretations - as we will look at Drake's reputation through these varying interpretations. From here the students will learn about Drake's circumnavigation of the world, looking at key areas he stopped on his journey; considering why he went where he went as a part of his journey; before considering the consequences of his journey - including the perils of sea-voyaging, as well as the benefits Drake's voyage brought to England - but also the potential negative benefits that Drake's voyage brought to the places that Drake and his crew stopped.</p> <p>From here, students will look at the second significant individual, Sir Walter Raleigh, once again introducing the students to who Raleigh was before looking at the exploration of the New World, including the establishment of Roanoke and Jamestown. Once more this will allow students to discern the consequences that this exploration and establishment of the colony had for the Native Americans.</p> <p>By looking at these two significant individuals, we are able to establish a wider understanding of the nature of Tudor Exploration and consider the consequences of these explorers and their actions. This will tie into the wider assessment by helping to answer the key question of: <u>What are the consequences of Tudor Exploration?</u></p>		
<p>What prior learning supports understanding of this content? Some prior learning of Tudor life from Y7 will aid students. Some students will have studied the Tudors in KS2.</p> <p>A general grounding of the theme of exploration from Spring 1 will also be useful.</p>	<p>How does this content link to future learning? 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.</p>	
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i> Reading activities of sources provided by teachers to develop comprehension and literacy.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i> 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> Recaps every three lessons to assess knowledge (AO1), with quick-fire questions and immediate answers in low-stakes quizzing. This will also present opportunities for self-assessment and a purple pen exercise.</p> <p>Mid-topic and end of topic assessment: question sheet with answers in book; feedback sheet with pupil responding in purple pen.</p>		