



History Scheme of Learning

Year 7– Term 1 and 2 History Skills and The Romans in Britain

Intent – Rationale

This scheme of work is designed to ensure that all students starting the school have the basic skills needed to access the curriculum. Students start Year 7 with a wide range of understanding of historical skills and ability to apply them. The first part of Term 1 focuses on foundational key skills that will be used time and time again as student’s progress through the History curriculum. Students then move onto a breadth study of features of the Roman Empire. It examines the concept of Empire, how it is established, maintained and problems faced defending it, whilst examining the legacy left by them in Lincolnshire and the country as a whole. The final part of term 1 is dedicated to a local history study designed for students to consolidate the skills they have acquired in the first unit; it also introduces the idea of an historical enquiry.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Previous knowledge gained at KS2 across the various feeder schools.	<ul style="list-style-type: none"> <li>• Medieval Times 1066-1501</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• SMSC – SP2, SP3, SP4, M1, M2, M3, SO1, SO3, C1, C3</li> <li>• BV – 1,2,3 and 4</li> <li>• GB – a,b,c,d,e,f,g,h,i</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<p>FROM THE LIBRARY:</p> <p><i>Rotten Romans</i>-900</p> <p><i>The Buildings of Roman Britain</i>-723</p> <p><i>Down With Romans</i>(fiction) Ross, Stewart.</p> <p><i>Historical Atlas Of Lincolnshire</i>-942.53</p> <p><i>Empires and Civilisations through the Ages</i>-909</p> <p><i>Ancient Rome</i>-937</p> <p><i>BBC History Magazine</i></p>	<ul style="list-style-type: none"> <li>• Venn diagrams – social/political/economic</li> <li>• Use of dates and centuries</li> <li>• Interpreting sources using numerical data</li> </ul>



**History Scheme of Learning**

**Year 7 – Terms 1 and 2**

**Intent – Concepts**

What knowledge will students gain and what skills will they develop as a consequence of this topic?

**Know**

<ul style="list-style-type: none"> <li>• How to use chronology to put history in some sort of order</li> </ul>	<ul style="list-style-type: none"> <li>• Who the Romans were</li> </ul>
<ul style="list-style-type: none"> <li>• How history is viewed using Second Order Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• How they expanded and defended their empire</li> </ul>
<ul style="list-style-type: none"> <li>• How to use and evaluate historical sources as evidence</li> </ul>	<ul style="list-style-type: none"> <li>• What evidence there is in Lincolnshire of Roman occupation</li> </ul>
<ul style="list-style-type: none"> <li>• What an historical enquiry is</li> </ul>	<ul style="list-style-type: none"> <li>• How and why Boudica rebelled against the Romans</li> </ul>
<ul style="list-style-type: none"> <li>• The History of Sleaford</li> </ul>	<ul style="list-style-type: none"> <li>• The legacy of the Romans in Britain</li> </ul>

**Apply**

- Knowledge of historical skills used to access the past
- Knowledge of the town they attend school in
- Knowledge of how people have been controlled in the past e.g. Empire
- Knowledge of how and why empires rise and fall

**Extend**

- Use multiple skills when investigating a period of history
- Make links between different sources and factors to reach judgments
- Start to evaluate periods and individuals actions in History



What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> <li>• Chronology/chronological – In order of time</li> <li>• Cause – The reason why something happens</li> <li>• Consequence – the affect of an events or action</li> <li>• Beliefs – confidence in something without proof</li> <li>• Attitudes – a feeling or viewpoint towards a person or thing</li> <li>• Significance – how important something is</li> <li>• Continuity – when things stay the same</li> <li>• Similarity – when different things have something in common</li> <li>• Difference – when things are not the same</li> <li>• Diversity – to show variety e.g. different types of people</li> <li>• Change – when thing are no longer as they were</li> <li>• Interpretation – someone’s view about an event, person or idea</li> <li>• Source – a written, pictorial or physical thing that tells us about the past</li> <li>• Primary source – a source from around the time of the period being studied</li> <li>• Secondary source – a source from after the time period, usually an interpretation or a copy something original</li> <li>• Evidence – sources that can be used to prove something</li> <li>• Artefacts – physical evidence from the past</li> <li>• Judgment – a decision or opinion that is reached about an event or individual based on evidence</li> <li>• Conclusion – a summing of points made to reach a decision</li> </ul>	<ul style="list-style-type: none"> <li>• Use of source material to reach decisions and judgments</li> <li>• Ability to research material</li> <li>• Written assessments:</li> <li>• Sleaford Local History project assessment</li> <li>• What was the most significant reason for Boudica’s failure against the Romans? Explain your answer.</li> </ul>



<ul style="list-style-type: none"> <li>• Provenance – place or source of origin</li> <li>• Usefulness – serving some purpose that is helpful</li> <li>• Author – the person who creates something, e.g. the writer of an article</li> <li>• Audience – the people that a source was created for, e.g. the reader of a book</li> <li>• Purpose – the reason why something is done or created</li> <li>• Tone – The way in which something is expressed rather than the idea behind it e.g. a piece of writing that makes you sad has a sad tone</li> <li>• Reliability – how much you can trust something</li> <li>• Enquiry – when questions are asked about something</li> <li>• Empire – a group of nations or people that are ruled over by an individual or other country</li> <li>• Social – the way people live their lives</li> <li>• Political – how power is used in a country e.g. by a king or government</li> <li>• Economic – the production or use of wealth of an individual or country</li> <li>• Invasion – when something tries to take possession or over run an area e.g. an army invading another country to take control of the land.</li> <li>• Emperor – a male who has strong political power and controls a country or empire as a result</li> <li>• Government- a group that controls or rules a country</li> <li>• Frontier – the boundary at the edge of a country or empire</li> <li>• Colonia – an outpost established in a conquered territory</li> <li>• Forum – a market place or public square</li> <li>• Rebellion – resistance to control, can be peaceful or violent</li> <li>• Legion – a division of the Roman army containing between 3000-6000 soldiers</li> <li>• Legacy – something handed down from the past to the present</li> <li>• Aqueduct – a physical building that brings water from its source usually to a town</li> <li>• Slavery – when one person controls all aspects of another person and they are used to serve another</li> <li>• Villa – a house in the countryside during Roman times</li> <li>• Relevance – if something is connected to the matter at hand</li> </ul>	
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**Intent – Concepts**



Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
What is Chronology?	To be able to use chronology and describe why it is important in history	To be able to use chronology and explain why it is important in history	<ul style="list-style-type: none"> <li>Each student given a card and they have to sort themselves into chronological order</li> <li>Create a timeline of their own life</li> </ul>
What are second order concepts?	To understand how and why use Second Order Concepts	To effectively use Second Order Concepts to explain history	<ul style="list-style-type: none"> <li><b>Recall focus – chronology</b></li> <li>Explain second order concepts</li> <li>Students to find examples of change/continuity, similarity/difference, causes/consequences, Diversity, Significance/importance and Long/Short term</li> </ul>
What evidence do historians use?	To be able to explain the difference between primary and secondary sources and the different types of sources available for historians	To be able to evaluate the difference between primary and secondary sources and the different types of sources available for historians	<ul style="list-style-type: none"> <li><b>Recall focus – second order concepts</b></li> <li>Source identification activity using a range of primary and secondary evidence including artefacts.</li> </ul>
How do I evaluate the provenance of historical sources?	To be able to utilise ADAPT to analyse the usefulness and reliability of sources	To be able to utilise ADAPT to reach judgments about the usefulness and reliability of sources	<ul style="list-style-type: none"> <li><b>Recall focus – how evidence is used</b></li> <li>Why do we need to question the usefulness and reliability of sources?</li> <li>Difference between fact and opinion – use a report from a football match or a film review.</li> <li>Go through ADAPTT when looking at reliability – author, date, audience, purpose, tone, type</li> </ul>
What is a historical enquiry?	To be able to use evidence to find out what has happened in history	To be able to use evidence and make judgments about what has happened in history	<ul style="list-style-type: none"> <li><b>Recall focus – provenance</b></li> <li>Murder mystery activity</li> </ul>
<b>ASSESSMENT : What do we know about Sleaford's history?</b>	To understand the importance of local history and to develop historical skills in research, source work and independent writing.	To understand the importance of local history and to develop historical skills in research, source work and independent writing to reach a judgment about what it would have been like to live in Sleaford in the past compared with today.	<ul style="list-style-type: none"> <li><b>Recall focus – how to create an enquiry</b></li> <li>Local history research project assessment (see PowerPoint)</li> </ul>
Who were the Romans?	To be able to explain the origins of the Romans	To be able to explain the bigger picture of Roman expansion and empire	<ul style="list-style-type: none"> <li><b>Recall focus – Chronology</b></li> <li>Storyboard of Romulus and Remus/timeline of key early events.</li> <li>Shade map of the Roman Empire</li> </ul>
How did the Romans control their Empire?	To develop an understanding of how the Romans controlled their Empire	To be able to explain how the Romans controlled different parts of their Empire	<ul style="list-style-type: none"> <li><b>Recall focus – The origins of the Romans</b></li> <li>Draw/label diagram of a Roman soldier</li> <li>Q3 pp.30-31 SHP Y7 History</li> </ul>
Why did the Romans invade Britain?	To be able to explain why the Romans invaded Britain	To evaluate the advantages/disadvantages of invading Britain	<ul style="list-style-type: none"> <li><b>Recall focus - Empire</b></li> <li>Venn diagram of social/political/economic reasons the Romans invaded England</li> <li>'Why did the Romans invade Britain?' extended writing. Can also be completed as an interview with the emperor Claudius.</li> <li>SpACE Peer Assessment</li> </ul>
Why did Hadrian build a wall?	To be able to explain how the Romans controlled their Empire	To be able to evaluate the effectiveness of how the Romans controlled their Empire	<ul style="list-style-type: none"> <li><b>Recall focus –Roman invasion of Britain</b></li> <li>Complete activity on p.42 Contrasts and Connections</li> <li>Watch BBC Class Clips on Hadrian's Wall. In 4 parts (approx. 15 min total)</li> <li>1. <a href="https://www.tes.com/teaching-">https://www.tes.com/teaching-</a></li> </ul>



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<b>What impact did the Romans have on Lincolnshire?</b>	<i>To evaluate the impact the Romans had on Lincolnshire</i>	<i>To evaluate the impact the Romans had on Lincolnshire and reach a substantiated judgment</i>	<ul style="list-style-type: none"> <li>● <b>Recall focus – How did the Romans defend their empire</b></li> <li>● IT lesson</li> <li>● Students to research Roman Lincolnshire and create a document of their research.</li> <li>● Include: information on Lindum, the Colonia, the castle site, Roman roads, roman remains, pictures and images etc.</li> </ul>
<b>Why did Boudicca’s rebellion fail?</b>	<i>To be able to explain who Boudicca was and why her rebellion failed</i>	<i>To be able to explain who Boudicca was and reach a judgment about why her rebellion failed</i>	<ul style="list-style-type: none"> <li>● <b>Recall focus – What evidence has the Romans left from their occupation of Lincoln</b></li> <li>● Boudicca decision making exercise</li> <li>● Answer question – what was the most significant reason for Boudicca’s failure?</li> <li>● Battlefield Britain documentary</li> <li>● Write a newspaper article covering events</li> </ul>
<b>ASSESSMENT: What was the most significant reason for Boudicca’s failure against the Romans?</b>	<i>To evaluate the most significant reasons why Boudicca failed to overthrow the Romans</i>	<i>To evaluate the most significant reasons and reach a substantiated judgment about why Boudicca failed to overthrow the Romans</i>	<ul style="list-style-type: none"> <li>● <b>Recall focus- why did Boudica fail</b></li> <li>● Assessment question: What was the most significant reason for Boudicca’s failure against the Romans? Explain your answer</li> <li>● 1 lesson to plan, 1 to write or plan for homework</li> </ul>
<b>What legacy have the Romans left behind?</b>	<i>To be able to explain and evaluate the relevance the Romans have on our lives today / to evaluate whether life in Roman Britain was all bad</i>	<i>To be able to evaluate and reach a substantiated judgment about the relevance the Romans have on our lives today / to evaluate whether life in Roman Britain was all bad</i>	<ul style="list-style-type: none"> <li>● <b>Recall focus – The impact of Boudica’s failure on Britain</b></li> <li>● Students to work in groups to answer one of the 2 questions in the form of a presentation to the rest of the class. Can use DeBono’s hats to ensure all angles of the arguments are covered. <b>The Romans have no relevance to us today’ OR ‘Life in Roman Britain wasn’t all bad’ – do you agree or disagree?</b></li> <li>● Each group must present a balanced argument, with appropriate evidence, and reach a conclusion</li> <li>● Possible: lesson 1 in IT suite, lesson 2 to work on presentations, lesson 3 to present.</li> </ul>