



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"> Medieval Times 1066-1501
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"> 	<ul style="list-style-type: none"> SMSC – SP2, SP3, SP4, M1, M2, M3, SO1, SO3, C1, C3 BV – 1,2,3 and 4 GB – a,b,c,d,e,f,g,h,i
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"> Venn diagrams – social/political/economic Use of dates and centuries Interpreting sources using numerical data



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

- How to use chronology to put history in some sort of order
- How history is viewed using Second Order Concepts
- How to use and evaluate historical sources as evidence
- What an historical enquiry is
- Who the Romans were
- How they expanded and defended their empire
- What evidence there is in Lincolnshire of Roman occupation
- How and why Boudica rebelled against the Romans
- The legacy of the Romans in Britain

Apply

- Knowledge of historical skills used to access the past
- Knowledge of how people have been controlled in the past e.g. Empire and Roman occupation of Britain
- Knowledge of how and why the Roman empire started and fell,

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, focusing on the Romans in Britain and their legacy



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"> • Chronology/chronological – In order of time • Cause – The reason why something happens • Consequence – the affect of an events or action • Beliefs – confidence in something without proof • Attitudes – a feeling or viewpoint towards a person or thing • Significance – how important something is • Continuity – when things stay the same • Similarity – when different things have something in common • Difference – when things are not the same • Diversity – to show variety e.g. different types of people • Change – when thing are no longer as they were • Interpretation – someone’s view about an event, person or idea • Source – a written, pictorial or physical thing that tells us about the past • Primary source – a source from around the time of the period being studied • Secondary source – a source from after the time period, usually an interpretation or a copy something original • Evidence – sources that can be used to prove something • Artefacts – physical evidence from the past • Judgment – a decision or opinion that is reached about an event or individual based on evidence • Conclusion – a summing of points made to reach a decision • Provenance – place or source of origin • Usefulness – serving some purpose that is helpful • Author – the person who creates something, e.g. the writer of an article • Audience – the people that a source was created for, e.g. the reader of a book • Purpose – the reason why something is done or created • 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 • Reliability – how much you can trust something • Enquiry – when questions are asked about something 	<ul style="list-style-type: none"> • Use of source material to reach decisions and judgments • Ability to research material • Written assessments: • Sleaford Local History project assessment • What was the most significant reason for Boudica’s failure against the Romans? Explain your answer.



<ul style="list-style-type: none"> • Empire – a group of nations or people that are ruled over by an individual or other country • Social – the way people live their lives • Political – how power is used in a country e.g. by a king or government • Economic – the production or use of wealth of an individual or country • 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. • Emperor – a male who has strong political power and controls a country or empire as a result • Government- a group that controls or rules a country • Frontier – the boundary at the edge of a country or empire • Colonia – an outpost established in a conquered territory • Forum – a market place or public square • Rebellion – resistance to control, can be peaceful or violent • Legion – a division of the Roman army containing between 3000-6000 soldiers • Legacy – something handed down from the past to the present • Aqueduct – a physical building that brings water from its source usually to a town • Slavery – when one person controls all aspects of another person and they are used to serve another • Villa – a house in the countryside during Roman times • Relevance – if something is connected to the matter at hand 	
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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
What is Chronology?	<i>To be able to use chronology and describe why it is important in history</i>	<i>To be able to use chronology and explain why it is important in history</i>	<ul style="list-style-type: none"> • Each student given a card and they have to sort themselves into chronological order • Create a timeline of their own life
What are second order concepts?	<i>To understand how and why use Second Order Concepts</i>	<i>To effectively use Second Order Concepts to explain history</i>	<ul style="list-style-type: none"> • Explain second order concepts • Students to find examples of change/continuity, similarity/difference, causes/consequences, Diversity, Significance/importance and Long/Short term
How do I evaluate the provenance of historical sources?	<i>To be able to utilise ADAPTT to analyse the usefulness and reliability of sources</i>	<i>To be able to utilise ADAPTT to reach judgments about the usefulness and reliability of sources</i>	<ul style="list-style-type: none"> • Why do we need to question the usefulness and reliability of sources? • Difference between fact and opinion – use a report from a football match or a film review. • Go through ADAPTT when looking at reliability –



			author, date, audience, purpose, tone, type
What can Historical evidence tell us about the Roman Empire?	<i>To be able to explain the difference between primary and secondary sources and what these sources reveal about Roman Civilisation</i>	<i>To be able to evaluate the difference between primary and secondary sources and the different types of sources available for historians</i>	<ul style="list-style-type: none"> Pages 46-51 of Contrasts and Connections (May choose to type these up and add a card sort as a further activity). Table type task consisting of 'Source, Primary or secondary, what does it tell us? What limits does it have? useful or not?'
What can the Ivory Bangle Lady show us about Roman Britain?	<i>To be able to use evidence to find out what has happened in history</i>	<i>To be able to use evidence and make judgments about what has happened in history</i>	<ul style="list-style-type: none"> Knowledge check 1 (Alphonse) Murder mystery activity OR D B Cooper activity OR Black History (Roman England enquiry) Story, Source, Scholarship
ASSESSMENT: What do we know about Roman Lincolnshire?	<i>To understand the importance of local history and to develop historical skills in research, source work and independent writing.</i>	<i>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.</i>	<ul style="list-style-type: none"> Local history research project assessment Introduction lesson on Roman Lincolnshire. 2 Independent research lessons to complete project Mark scheme in T drive
Why did the Roman Empire begin?	<i>To be able to explain the origins of the Romans</i>	<i>To be able to differentiate between mythology and research when discussing the origins of the Roman Empire</i>	<ul style="list-style-type: none"> Storyboard of Romulus and Remus/timeline of key early events. Shade map of the Roman Empire Pages 4-5 Contrasts and Connections Design a coin as Homework
How did the Romans control their Empire?	<i>To develop an understanding of how the Romans controlled their Empire</i>	<i>To be able to explain how the Romans controlled different parts of their Empire</i>	<ul style="list-style-type: none"> Draw/label diagram of a Roman soldier Q3 pp.30-31 SHP Y7 History Guided Reading
Why did the Romans invade Britain?	<i>To be able to explain why the Romans invaded Britain</i>	<i>To evaluate the advantages/disadvantages of invading Britain</i>	<ul style="list-style-type: none"> Pages 30-31 Contrasts and Connections as evidence. Split page in half with 'invade' and 'don't invade' and apply evidence to each side. Split room in half for debate. Peer assess extended answer in books (1 mark per word used)
Why did Hadrian build a wall?	<i>To be able to explain how the Romans controlled their Empire</i>	<i>To be able to evaluate the effectiveness of how the Romans controlled their Empire</i>	<ul style="list-style-type: none"> https://www.youtube.com/watch?v=_ggHhgaZnk Answer the questions whilst watching the video. Complete activity on p.42 Contrasts and Connections (Rank the 4 reasons). Write a letter to a family member (Roman perspective) about why you need to stay away from home to build the wall. Bingo or Boss of the Hill to finish.
Why did Boudicca's rebellion fail?	<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"> Knowledge check 2 (Roman Control) Boudicca decision making exercise (Lesson 1) Source group exercise (Lessons 1 and 2) Battlefield Britain documentary (Lesson 3) Planning for assessment (Lesson 4)
ASSESSMENT: What was the most significant reason for Boudicca's failure against the Romans?	<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"> Assessment question: What was the most significant reason for Boudicca's failure against the Romans? Explain your answer 1 lesson to complete in lesson.

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What legacy have the Romans left behind?	<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">• Story, Source, Scholarship sheet (1 lesson)• Optional homework to carry out further research and present next lesson in groups of 4.• Further research using page 62 Contrasts and Connections for broader world view.-3
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