



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
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<p>8 weeks</p>	<p>Introduction to History</p> <p>The focus of the series of lessons is to equip students with the necessary skills to successfully complete the first year of the KS3 course. Pupils will develop their basic study skills, key technical terms and gain an understanding about the importance of keeping an up to date glossary in the back of their exercise books. These key words will be revisited in lessons and in assessments in order to develop pupils' historical vocabulary. Pupils will also investigate different types of evidence and critically explore problems facing historians as they conduct their research. The key skills and processes that will be covered are primarily based on: source skills, change and continuity, cause and consequence, significance, and interpretations. These core skills are crucial in understanding the study of history. Each lesson will consist of both conceptual and contextual learning as understanding and knowledge will be gained and developed.</p>	<p>Pupils may have a basic understanding on chronological understanding of BC and AD, cause and consequence and evidential thinking to investigate the past by describing and/or explaining sources from primary school education.</p>
<p>Assessment points and tasks</p>	<p>Written feedback points</p>	<p>Learning Outcomes (tested at the end and related to subject competences)</p>
<p>Lesson 1: Baseline Test will take place in the first History lesson in order to test their KS2 knowledge and understanding in key historical skills and processes.</p> <p>Lesson 6: Creating a timeline to test chronological understanding</p> <p>Lesson 12: Pupils will be re-tested at the end of the unit to check the progress that has been made.</p>	<p>Pupils receive written feedback by the teacher in lesson 1, 6 and 12.</p>	<p>All PIXL skills are covered in each lesson from Band Range 1-9</p> <p><u>Change and Continuity</u> Lessons 2,3 and 9 cover Band Range 1-9 as pupils can:</p> <ul style="list-style-type: none"> • Identify a change or continuity without reason or justification (Band 1) • Evaluate the impact of factors as accelerants for change e.g. war, individuals, science and technology (Band 9) <p><u>Cause and Consequence</u> Lessons 7 and 8 cover Band Range 1-9 as pupils can:</p> <ul style="list-style-type: none"> • Identify an example of a cause without reason or justification • Evaluate cause and/or consequence, and can rank and explain the significance of some examples over other across periods of time (19th century in this case) <p><u>Significance</u> Lesson 10 covers Band Range 1-8 as pupils can:</p> <ul style="list-style-type: none"> • Understand the meaning of significance • Evaluate and explain historical significance using my own identified criteria <p><u>Source Skills</u> Lessons 4,5 and 6 cover Band Range 1-9 as pupils can:</p> <ul style="list-style-type: none"> • Identify what a source says • Evaluate the impact of purpose, motive, audience, access to information, content, tone and type on utility and reliability



		<p>Interpretations Lesson 11 covers Band Range 1-7 as pupils can:</p> <ul style="list-style-type: none"> • Identify an opinion about an event or person from a source • Evaluate the usefulness of an interpretation by cross-referencing it with other interpretations within the wider historical context.
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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1.	Baseline Test						
2.	How is time divided up?	<p>To identify key terms describing time.</p> <p>To describe the difference between BC and AD.</p> <p>To give names to centuries.</p> <p>To position events into chronological order.</p>	Put the following words into order - shortest to longest	PowerPoint	<p>Activity 1 - Complete your timeline with the following dates.</p> <p>Activity 2 - put this list of years in order starting with the most recent date first.</p> <p>Activity 3 - put this list of years in order starting with the oldest date first.</p> <p>Activity 4 - put this list of years into the correct century.</p> <p>Activity 5 - Put these events into chronological order. Cut out the picture and write the information underneath as they are glued into Chronological Order.</p>	You are to complete the timeline of your childhood memories, giving a brief description about most years of your life	Quick Fire Quiz
3.	What does time mean to a Historian?	To learn about how Historians use chronology to study the past by creating your own timeline.	Presenting h/w timeline in groups	Timeline Sheet Quiz Sheet	<p>Activity 1: Mastery learning of creating a timeline on key historical dates</p> <p>Activity 2: Group quiz on chronology</p>	None	Checking answers of quiz



<p>4.</p>	<p>What types of evidence are there?</p>	<p>To identify key terms for evidence. To recognise different types of evidence. To categorise evidence into primary and secondary evidence to show you can identify differences between different types of evidence.</p>	<p>You are a secret agent and need to find out about this person. You rummage through their bin and find the following items. Find the answers to the following questions.</p>	<p>Homework Sheet</p>	<p>Activity 1: Match categories of evidence Activity 2: Identify each type of historical evidence. Activity 3: Identify secondary and primary sources Activity 4: What makes a source reliable or unreliable for finding out facts?</p>	<p>You are to record what type of useful information about the past could each of the following sources give a historian?</p>	<p>Putting your analysis into writing Which source is more RELIABLE for finding out the FACTS about the argument between A and B? I would argue that SOURCE 1/2 is more reliable and there are reasons for this. One reason is Another reason is..... Therefore, SOURCE 1/2 is more reliable because..... ..</p>
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5.	How can we investigate the Titanic disaster of 1912?	<p>Identify key information in sources (Level 4)</p> <p>Extract evidence from sources (Level 5)</p> <p>Reach a judgment on why your chosen crew member was responsible for the disaster. (Level 6)</p>	Re-cap: What types of sources can you think of?	<p>Activity 1 Sheet</p> <p>Activity 1 Sources</p> <p>Activity 2 Information Sheet</p>	<p>Activity 1: Dear History Detective, I would like you to find out who was <i>really</i> responsible for the Titanic sinking. Why did it happen and how can we stop this from ever happening again?</p> <p>Your group has been given a pack containing a number of sources.</p> <p>You need to:</p> <ul style="list-style-type: none"> • Use the sources to answer the following questions in your grid. • Let's do the first question together... <p>Extension: Using your knowledge and understanding, write an account of the Titanic disaster in your book!</p> <p>Sentence starter: Titanic set sail from Southampton on April 10th, 1912.</p> <p>Activity 2: Now study the five statements from crew involved in the disaster. What role did each person play in the sinking?</p> <p>Extension Task: Write an argument, persuading me why your chosen crew member was responsible for the loss of life in the disaster.</p>	None	<p>How do historians find out about the past?</p> <p>What is the most interesting fact about the Titanic?</p> <p>What is the least interesting fact about the Titanic?</p> <p>Quick quiz!</p>
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6.	What evidence is there about Britain?	<p>Make inferences (work things out) from evidence.</p> <p>Explain what some evidence might tell us.</p> <p>Describe the evidence you are presented with.</p>	<p>What do you know about Britain's past? Write these down.</p> <p>Extension: Add as much detail as possible for each historical fact/event</p>	History of Britain sources	<p>Activity 1: Timeline Mastery Learning</p> <p>Activity 2: Adding information to timeline of Britain + thinking about:</p> <p>What have we learnt about? Where does it fit? What labels do we need to add?</p>	Archaeological mystery task	<p>Give me FIVE!</p> <p>Tell me FIVE THINGS you have learnt in this lesson today.</p> <p>Have you managed to work any of them out from the sources?</p>
7.	How do historians explain why things happen?	<p>L4 To understand what CAUSATION is.</p> <p>L5/6 To understand the different TYPES of CAUSES we study in history.</p>	Find the cause of the vase breaking	<p>Alphonse Sheet</p> <p>Alphonse Sheet differentiated</p>	<p>Activity 1: Create a key on the bottom of your sheet</p> <p>Activity 2: Using highlighters, highlight long, medium and short term causes.</p> <p>Extension: Can we categorize identified causes? Highlight and annotate your text according to these categories</p> <p>Economic conditions - money Social conditions - people? Personal characteristics - personality?</p>	None	<p>Class brainstorm on causation!</p> <p>What words can we use to describe causation?</p> <p>Provide examples of causation</p>



8.	What different historical categories are there?	<p>To identify key terms for Historical categories.</p> <p>To have an understanding of the meanings of historical categories.</p> <p>To place historical events into the correct category.</p>	You have 1 minute to think of an item beginning with the white letter for: Country, color, sport and famous person	PowerPoint	<p>Activity 1: Key historical dates with brief description is provided. Pupils must categorise each statement.</p> <p>Activity 2: AFL using whole class response system e.g. mini whiteboards</p> <p>Activity 3: What was the last event on the list to happen in the 19th Century?</p> <ol style="list-style-type: none"> 1. How did life change for women in the 20th Century? 2. Which event improved travel for people in the 19th Century? 3. In which year did people get better care in Britain? 4. What decade did pop music become popular in the UK? 	None	In pairs, discuss what categorisation is and why we need it in History.
9.	What is change and continuity in History?	<p>To know the difference between progress, continuity and regress.</p> <p>To show how toilets have changed over the ages.</p>	Write a paragraph about how your <i>school life</i> has changed over the past year.	<p>Graph to show changes in toilets through the ages.</p> <p>4 sources</p>	<p>Activity 1: what makes a good toilet?</p> <p>Activity 2: Provide pupils with blank graph to show changes in toilets through the ages and 4 sources.</p> <p>Pupils will plot their findings on the graph.</p>	Continuity and change sheets	<p>Oracy paired work:</p> <p>In your own words define progress, regress and continuity and relate this to the history of toilets.</p>



10.	What did the Vikings bring to England?	To learn about British History by understanding the significance of the Vikings To understand how the Vikings influenced England.	Who controlled North England and who controlled South?	Horrible Histories video Card Sort	Activity 1: Video Clip How are Vikings seen today? Make notes around the diagram as you watch. Activity 2: Copy the table below into your books using at least half a page. Read each the cards on your sheet. Cut and stick each card into the correct section	Revise key language	Were the Vikings vicious and uncivilised? OR were they brave explorers? Write down your opinion to round off today's lesson. Sentence starters are provided.
11.	Why are there different interpretations on the Battle of Hastings?	To understand what the word interpretation means To be able to identify different interpretations on the Battle of Hastings	Foundation: What is each of the people saying about Cheryl Cole? Is it good or Bad? Higher: Why might these people have a different view of Cheryl Cole?	Starter Sheet Video Clip	What the video clip. It is an animated version of the Bayeux Tapestry. While you watch the clip I would like you to think about the following points Who is telling the story - The Normans or Harold's army? Does this tell us everything we need to know about the Battle of Hastings?	Revise key language	Show learning objectives and thumbs up/down/middle exercise
12.	Baseline Test						