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| **Year 7 Autumn Term**  **How have invaders shaped our nation and home?**  **Why are we studying this unit of work?**  **Knowledge we need now**  This KS2-KS3 bridging enquiry is intended to build, deepen and extend pupils chronological knowledge of invaders and settlers pre-1066, some of which they may have studied at KS2. Students will investigate why the Romans, Vikings and Anglo-Saxons invaded, what changes they made to England/ the North East and the impact then and now. Students will then investigate the last successful invasion of England in 1066 (the Norman Conquest) to then consider how far invaders have shaped our nation and home. This is particularly important for the pupils we teach who have misconceptions around migration and the positive impact it can have on society. Students will be encouraged to make links between periods, developing their chronological understanding and disciplinary knowledge such as change and continuity/using sources to respond to an enquiry will be developed throughout.  **How does this unit build on students’ prior learning?** The KS2 National Curriculum states that pupils should have studied; The Roman Empire and its impact on Britain, Britain’s settlement by Anglo-Saxons and Scots, The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Specific content taught varies hugely between feeder schools and often a set of invaders are taught in isolation, therefore the unit allows gaps in knowledge to be plugged, misconceptions to be addressed and connections, contrasts, and trends within periods and between periods to be analysed by pupils.  **How does this unit provide a foundation for future learning? Knowledge we need later**  This unit provides a foundation for future learning as theY7 Core Concepts of conquest and control, which underpin this unit, are built upon in studies throughout the rest of Y7 to Y11 (See Core Concept document). This bridging unit also develops pupil’s disciplinary knowledge which is essential for future learning e.g. sources linked to empire in Y8- students will be able to develop their understanding of why historians perceive/ have perceived invasion differently over time. Students will look also be able to use this knowledge of invasion and impact in Y8 looking at WW1/WW2 and compare and contrast with invasions in the past. This unit also provides a foundation for the curriculum at KS4 which requires students to investigate the Norman invasion and its impact.  **Summative assessment:** Students will be given a baseline assessment to assess KS2 historical knowledge and skill, this will be used to inform future planning. Students will be frequently assessed and will receive frequent feedback to track progress and aid improvement in pupil’s substantive and disciplinary knowledge. Students will complete an end of unit quiz to assess substantive knowledge and assessments will allow staff to assess pupil’s disciplinary knowledge. Assessments in this unit will be on change and continuity and historical sources. Future KS3 will assess the long-term retention of key concepts from this unit.  **SMSC/Careers**: Students are encouraged to develop a better understanding of people from different cultural backgrounds. They are encouraged to study links between local, British, European and World History to develop an appreciation of our multi-cultural society by exploring the cultural changes made invaders. Students will debate on moral and ethical implications of the invasion and will empathise with methods to maintain control.  **Fundamental British Values:** Students explore the rule of law when looking at the succession crisis and the Norman conquest. Tolerance is key when looking at the reception of invaders, claimants, the Battle of Hastings and acceptance of rulers e.g. William as the new King of England. An understanding of the rule of law and individual liberty is essential when looking at methods to maintain control.  **Literacy:**  Reading and Writing is developed through the use of SMART Reading and Writing. Literacy apps are embedded and used in lessons and ambitious vocabulary is taught through the use of FRAYER and PUSH. There are frequent opportunities to address issues with SPAG and whole school literacy foci is embedded into lessons. Opportunities to develop literacy/ oracy in lessons are highlighted in red.  **Cross Curricular Links:**  English- A Monster calls/Making a monster- conceptual links conflict and character.  PE- Invasion games, formations, tactics.  Geography- People everywhere unit- push & pull factors, Geographical location of settlers.  **DO MORE: Milestone assessment end points**   | **Year Group** | **Basic**  **(Lower Ability End Points)** | **Clear**  **(Middle Ability End Points)** | **Detailed**  **(Higher Ability End Points)** | | --- | --- | --- | --- | | **7** | **Extending and deepening chronological understanding, acquisition of knowledge and historical vocabulary.**  Understand the literal meanings of terms such as chronology, year, decade and century.  Starting to use some historically relevant vocabulary within a historical time period e.g. invasion, settlement, conquer  **Source/interpretation**  Starting to describe what a source says or what they can learn from sources with some support on why William won at the Battle of Hastings.  **Conceptual understanding**  Recall some relevant knowledge showing a basic understanding of change and continuity of invaders through time. | **In addition to the basic response students can:**  **Extending and deepening chronological understanding**, **acquisition of knowledge and historical vocabulary.**  Can put events within a time period into chronological order in a simple structure.  Can use a range of historically relevant vocabulary within a given historical time e.g. invasion, settlement, conquer  **Source/interpretation**  Make simple inferences from a source to learn/ make conclusions about why William won at the Battle of Hastings.  **Conceptual understanding**  Give general descriptions, showing basic knowledge of understanding of change and continuity of invaders through time.  Starting to provide some structure to extended work. | **In addition to the clear response students can:**  **Extending and deepening chronological understanding** **acquisition of knowledge and historical vocabulary.**  Understand time is divided into time periods and shows an understanding of this in descriptions/ by putting events over multiple time periods into chronological order. Beginning to understand terms such as ‘The Roman/Anglo-Saxon/Viking/Norman era’.  Can remember historical vocabulary for more than one historical period and are beginning to transfer language to different situations e.g. invasion, settlement, conquer  **Source/interpretation**  Make substantiated/supported inferences and apply some knowledge to a historical source about why William won at the Battle of Hastings.  **Conceptual understanding**  Describe or give simple explanations of second order concepts such as change and continuity of invaders through time.  Starting to structure work by organising some second order concepts into categories/can argue for and against interpretations to come to simple conclusions. | | | | | | | |
| Time | Non negotiables- SEN | | | | Adapt to the needs of the class | |
| Key Idea | Content | | Key Vocabulary | Suggested approaches to learning and resources – Concentration to stay the same for each class. | Suggested Feedback |
| 1 | Why did the Romans invade? | Know More: Why did the Romans invade Britain?  What were the key events?  Do More: Explaining why the Romans invaded Britain  Go Further: Working as a team during paired discussions | | Frayer: Invasion | Connect: Intro to new unit- Unit Quiz and KO in book.  Content: Invasion-FRAYER and dual code-discuss and check prior knowledge.  What was Britain like before the Roman invasion include Caesar source-Think,Pair,Share  Reading on who the Romans were and why they invaded answer key questions and **sort into:** Money, Power and other reasons as to why the Romans invaded Britain.  Checkpoint: Hinge questioning  Concentration: Explain why the Romans invaded Britain? - Introduce write like a historian- could be we do/part model.  Consolidation: Timeline unjumble  **Challenge:**  **Support:** | Feedback on the FRAYER- synonyms and antonyms added after discussion  Instant verbal feedback from the Think, Pair, Share  Class feedback- responsive based on answers during hinge questioning  Live marking of the PEE |
| 1 | What was the impact of the Roman invasion? | Know More: How did the Romans change Britain?  How positive was the Roman settlement?  Do More: Making inferences and applying knowledge to historical sources  Go Further: Aiming high through improving responses | | Push: Settlement | Connect: Retrieval quiz- substantive and disciplinary knowledge  Content: PUSH-Settlement. Go over what is a source  Source table-see/learn + considering pos/neg impact (CO of a source analysis) –range of visual and written sources including Boudicca and diverse groups and map as need to compare to Anglo-Saxons- I do, we do, you do Challenge: What does Boudicca’s rebellion suggest about the reaction to the invaders?  Checkpoint: Review tables and Think,Pair,share- impact of the invasion- positive and negative  Concentration: Source-What do you learn from source A about the Roman settlement in Britain? (CO) model I do of another source-live.  Consolidation: SPAG consolidation  **Challenge:**  **Support:** | Instant feedback from connect on whiteboards-self assess in books to address misconceptions  Instant feedback through pre-made responses  Model content of the table- instant feedback  Verbal feedback from think,pair,share.  Self-assess work consolidation and live mark some ready for improvement time next lesson |
| 1. | Why did the Anglo-Saxons invade? | Know more: Why did the Anglo-Saxons invade England? What were the push and pull factors?  Do more: Responding to an interpretation about why the Anglo-Saxons invaded in 410AD  Go further: Using problem solving when deciding on push and pull factors | | Frayer recap: Invasion | Connect: Model to improve previous response  Content: Introduce the Anglo-Saxons-Who were they  Reading- Push and Pull factors  Checkpoint: Self-assess task- shown on screen/modelling used-compare to Roman invasion-self assess answers on the board  Go over what is an interpretation-introduce  Concentration: Responding to an historical interpretation- applying knowledge linked to PUSH/PULL  Consolidation: Sources- predict the impact of their settlement  *Cross curricular links: P.E AV to use in both for invasion. Link to Geography (year 7: People everywhere Unit, push & pull)*  **Challenge:**  **Support:** | Feedback source question using model as the connect  Instant feedback on PUSH and PULL factors  Live feedback on historical interpretation |
| 1 | What was the impact of the Anglo-Saxon invasion? | Know more: What was Anglo-Saxon society like?  What were the social, economic and political aspects of Anglo-Saxon society?  Do more: Identifying and explaining consequences of the Anglo-Saxon settlement  Go Further: Using problem solving when organizing changes into social, economic and political | | Push recap: Settlement | Connect: Retrieval quiz- substantive and disciplinary knowledge  Content: What was Anglo-Saxon society like? Bingo  Introduce Social, economic and political icons and understanding  Categorisation reading task- S,E,P  Checkpoint:Hinge question  Concentration: Create a timeline to show Anglo-Saxon changes -challenge: Identify-SEP and consider biggest change  Consolidation: Exit ticket- multiple choice to pick up misconceptions  **Challenge:**  **Support:** | Instant feedback from connect on whiteboards-self assess in books to address misconceptions  Instant feedback through pre-made responses  Feedback from last lesson consolidation by developing understanding of the impact |
| 1 | How ‘vicious’ were the Vikings? | Know More: Who were the Vikings? How were they able to stay, settle and prosper in Britain?  Do More: Explaining the consequences of the Viking invasions  Go Further: Developing creativity when responding to questions | |  | Connect: Exit ticket feedback  Content: SMART reader -title, dual code, smart summary- Model SMART reading on visualise as it is first time,  Checkpoint: Group discussion vicious Vikings.  Concentration: Comprehension questions- set out like an interview- creativity- key word self assess  Consolidation: Vicious Vikings: Because.. but…so…-oracy opportunity or written task  **Challenge:**  **Support:** | Feedback on exit ticket- visible on screen as the connect  Live mark SMART reading  Feedback from discussion/live mark because but so |
| 1 | Who had the biggest impact? | Know More: How did the Roman, Anglo-Saxon and Viking settlements change Britain? Which group had the biggest impact?  Do More: Evaluating who had the biggest impact on Britain/the North  Go Further: Working as a team when providing peer feedback | |  | Connect: Retrieval quiz- substantive and disciplinary knowledge  Content : Class discussion and recap-using icons  Smart writer-plan and write up  Checkpoint: Whiteboard quiz/live mark plan  Concentration: Write up- change and continuity focus  Consolidation: SPAG check  **Challenge:**  **Support:** | Instant feedback from connect on whiteboards-self assess in books to address misconceptions  Whole |
| 1 | Who should be the next King of England in 1066? | Know More: Who were the main contenders to the throne? Who had the strongest claim?  Do more: Replying to an interpretation over who the next successor should be.  Go further: Problem solving to analyse the pros and cons of potential contenders to the throne. | | Push: Heir | Connect: Intro to new unit/’What was life like in 1066-narrative social, economic political/religious ?/KO.  Content: Why was there a succession crisis-family tree (Link to prior learning)- Think, Pair, share discuss  AV-PUSH Contender/succession  Three contender’s activity  Checkpoint: Who’s who quiz- questioning  Reply to an interpretation discussion  Concentration: Replying to an interpretation agree/disagree  Consolidation: Exit ticket  **Challenge:**  **Support:** | Verbal feedback through Think, Pair, Share  Self-assess quiz  Discussion feedback  Exit ticket |
| 1 | Why did William win the Battle of Hastings? | | Know more: How did Norman strengths and English weaknesses lead to William’s victory?  What were the long- and short-term reasons for victory?  Do more: Infer from source material and apply own knowledge.  Go further: Problem solving through-Analysing the pros and cons regarding Battle of Hastings. |  | Connect: Exit ticket feedback  Content: What does it take to win a battle? Class discussion  Source-what does it say what can we infer? Think pair share  Timeline- Sort –strengths/weaknesses short term/long term Summarise why he won?  Checkpoint: True or false quiz  Concentration: Summary of how and why William won.  Consolidation: Self assess  *Cross curricular links: PE, Invasion games. Formations, tactics.*  **Challenge:**  **Support:** | Feedback from exit ticket  Class discussion-instant feedback addressing misconceptions  Self-assess true/false and address misconceptions  Self-assess timeline/quiz  Self-assess application |
| 1 | Why did William win the Battle Of Hastings?-Sources | | Know more: Why did William win? What was the main reason?  Do more: Evaluating sources to understand the reason why William won at Hastings  Go further: Creating an extended piece of writing evaluating a source material about why William won. | Frayer: Conquer/Conqueror | Connect: Retrieval quiz- substantive and disciplinary knowledge Content: Introduce AV Conquer.  Sources- Why William won  Source Q-Smart Writer  Checkpoint: Plan check  Concentration: Write up- Source tell us about why William won  Consolidation: Whole class feedback  **Challenge:**  **Support:** | Instant feedback from connect on whiteboards-self assess in books to address misconceptions  Self-assess planning sheet  Instant feedback from checking plan under visualiser and students respond in green  Whole class feedback |
| 1 | how did William deal with his problems? | | Know More: What were William’s main problems and how did he deal with them?  Do more: Analysing source material for inferences.  Go further: Using teamwork to work with others in a positive way. |  | Connect: Retrieval quiz- substantive and disciplinary knowledge  Content: Read his problems and summarise  Introduce inference class discussion. Task read source for inference.  Checkpoint: Class discussion replying to an interpretation  Concentration:Source usefulness (provenance challenge)  Consolidation: How did he deal with his problems?  How well? Rating  *Cross curricular links: English, Term 2- White poppies: Diagonal link- Term 2.1 Thematic Power, control and authority of Medieval Kings. Cross Curricular Challenge – 1 in 6 for History- a connect question making links between subjects.*  **Challenge:**  **Support:** | Instant feedback from connect on whiteboards-self assess in books to address misconceptions  Inference discussion |
| 1 | How did castles help William control England? | | Know more: How effective were the key features of Motte and Bailey castles?  How far would it help William maintain control?  Do more: Using description to identify how effective Motte and Bailey Castles were.  Go further: Problem solving by identifying the pros and cons of Motte and Bailey castles. | Frayer: Rebellion | Connect: Retrieval quiz- substantive and disciplinary knowledge Content: Review- Why did William need a castle? Identify as many problems as students can remember  Label Motte and Bailey and identify +/-, summarise how far it would maintain control.  Checkpoint: Test your memory recall  Concentration:: Describe ways Motte and Bailey Castle’s allowed William to maintain control.  Consolidation: Discuss- replying to an interpretation  **Challenge:**  **Support:** | Instant feedback from connect on whiteboards-self assess in books to address misconceptions  Feedback following consolidate discussion  Test memory recall  Consolidate discussion |
| 1 | How did William control people? | | Know more: How did the feudal system work? How would it allow William to maintain control?  Do more: Using description to identify cause and consequences of the Feudal System.  Go further: Problem Solving by identifying the causes and effects of the Feudal System on Norman society. |  | Connect: Retrieval quiz- substantive and disciplinary knowledge Content: Who controls you? Hierarchy discussion- real life example of SHV structure  Feudal system- image/comprehension questions  Challenge: ‘The Feudal system may lead to more conflict than control’ How far do you agree?  Checkpoint: Hinge Q  Concentration: Source analysis how useful (provenance challenge)  Consolidation: True or False  *Cross curricular links: Geography: Use of the Feudal System reference in both units. 7-9*  **Challenge:**  **Support:** | Instant feedback from connect on whiteboards-self assess in books to address misconceptions  Self-assess comprehension questions and true/false  Class feedback- responsive based on answers during hinge questioning  Self-assess consolidate |
| 1 | How did a book help William to keep control? | | Know more: What was the Domesday book?  Why was it created?  How much did it help William keep control?  Do more: Explanation of cause and consequence in an extended response.  Go further: aiming high Setting goals by understanding what is needed to complete extended writing. | AV-Taxation | Connect: Retrieval quiz- substantive and disciplinary knowledge Content: introduce AV, Question bingo- [BBC Two - The Story of Britain, The Domesday Book (animation)](https://www.bbc.co.uk/programmes/p01zfqn0) Self assess, Summarise  Checkpoint: Think, Pair, Share- advantages/disadvantages  Concentration: Source comparison on control  Consolidation: self-assess application  **Challenge:**  **Support:** | Instant feedback from connect on whiteboards-self assess in books to address misconceptions  Self-assess bingo card  Feedback from think pair share  Self-assess application |
| 1 | Life, law and customs? What was it like to live in Norman England? | | Know More: What was life like in Norman England? How did William make changes to law and order to control?  Do More: Explaining life law and customs in Norman England  Go Further: Using the skill of aiming high when evaluating short and long term change |  | Connect: Retrieval quiz- substantive and disciplinary knowledge  Content: Smart Reader- focus on ST/LTIntroduce  Checkpoint: Hinge Q  Concentration: Explanation of life law and customs  Consolidation: 3,2,1  **Challenge:**  **Support:** | Instant feedback from connect on whiteboards-self assess in books to address misconceptions |
| ***Revision and assessment to assess pupils’ substantive and disciplinary knowledge and a feedback lesson planned to provide students the opportunity to improve their knowledge and skills.*** | | | | | | |