

Implementation: Scheme of Learning

Subject: History

Year: 7

Unit Title: **History Hows**

Summary of unit: Key skills – chronology, bias, source utility and interpretation.

This scheme of work has been created to introduce and embed historical skills across KS3. Pupils explore key concepts such as chronology, bias, and interpretations before conducting their own investigation. There are key questions in this unit: 1) What is History? 2) Why is History important? 3) What does chronology mean? 4) What is a turning point? 5) What is bias? 6) Why are interpretations different? 7) How can sources be used to explore Mayan culture? 8) How and why are sources useful to historians? 9) What is the mystery of the ice mummies and can I create my own interpretation about what happened to the Ice Maiden? 10) Can I explain why I agree or disagree with historians' interpretations?

Key Concepts: cultural, religious and ethnic diversity; chronological understanding; interpretations of history

Key Processes: historical enquiry; using evidence; communicating about the past.

Mid Unit assessment: Baseline assessment beginning of the year

End of Unit assessment: Interpretation assessment

Links to future learning/key stage 4:

Chronology (KS3 & 4)

**Edexcel Paper 3
Interpretation skills and assessment**

Source utility and reliability

Other key concepts

Links to prior learning:

Chronology: Ks2

AD and BC

World events and current affairs for chronological activities

Using sources as evidence

RWCM: Reading: matching key words with their definition; key word quiz; whole class reading; paired reading and individual reading activities; spot key words and label; **Writing: discussion and modelling of writing strategies for interpretation questions, making inferences, source utility and writing to argue; self and peer-assessment to reflect on writing; prompts to use full sentences, connectives and key words; extended writing including diary extract from the perspective of an ice maiden, write a story about your last months before your sacrifice and constructing an argumentative letter; writing definitions for key words; comprehension questions; re-writing sources e.g. football extract as a Liverpool fan; creating own interpretations as a historian; writing to persuade (convince teacher to do something); **Communication:** using tables to organise information e.g. usefulness of sources...; communicating historical knowledge in, comprehension questions, mind-maps, annotation of sources and non-fiction writing; use of videos e.g. video about the Ice Maiden's last moments and pilgrimage and hair diagnostics; student-led learning with pupils playing role of teachers; SPaG emphasis and reminders in every lesson; display of key words on PPs in lessons; focus on**

Term 1

spoken language in all verbal tasks; **Mathematics**: identification of primary and secondary data; data handling: concept of bias; arguments and reasoning based on historical evidence; placing events in chronological order and reorganising narrative; AD and BC; creating timeline for individual life events; prioritising information according to importance.

Cross Curricular Links: (see RWCM) Further: English e.g. persuasive speech (why is History important?), story writing (Ice maiden's final days); Science e.g. ice maiden body as evidence; Geography e.g. cave hunt activity; Multi; comparing History to another subject in extended writing task

Curriculum Opportunities: explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today; use ICT to research information about the past, process historical data and select, categorise, organise and present their finding; make links between history & other subjects.

Strategies to Support & Stretch: word bank; sentence starters; exemplar answers; teacher modelling class work; scaffolded questioning in class discussions and written work and teacher-led learning; seating plan according to ability for pair activities such as think, pair, share; pictures as prompts; teacher support; group work for peer support; opportunity to choose varied task e.g. using pictures instead of words; multiple and varied teaching strategies suitable for audio visual learners too e.g. video with comprehension and collecting evidence in a cave; extension tasks e.g. describe 5 things you found from your investigation in the cave, providing evidence for arguments; challenge tasks e.g. using keywords in written work, comparing History to another subject in your speech; using connectives; recap definition of keywords from memory; use colour to highlight information that is useful; rank your facts from least important to most important; collect 10 pieces of evidence and infer etc.

SMSC

Social: Encouraging understanding of human feelings and emotions by placing them in their shoes through various creative empathy tasks e.g. story writing in 1st person or diary extract (Ice Maiden). Ability to be reflective about their beliefs; religion or otherwise; by comparing their own values with that of the Incans and their commitment and ideologies to God as demonstrated through their sacrifice. Islamic example can be referenced: Prophet Ibrahim's sacrifice of his son Prophet Isma'il. Nurturing a sense of enjoyment in learning through multi-sensory, active tasks. Example: cave-walk with use of cave sounds to gather information in the role of Historians.

Cultural Capital

World news and current affairs (chronology activity e.g. Olympics, atomic bomb, Churchill etc.)

Archaeologist (cave hunt)

Exploration of Mayan culture and the Spanish invasion

Moral: This S.O.W lends itself to investigations, debates and a consideration of different viewpoints about moral & ethical issues e.g. considering the ethical stance of offering sacrifice whilst taking into account the reasons and viewpoints of the Incans.

Spiritual: Opportunity to use different social skills in working individually, with a peer of different ability and team work e.g. Pictionary game; comparing interpretations; attempting model answers as a class. Opportunities for peer assessment encourage pupils to offer constructive and positive feedback which contributes to the creation of a respectful, democratic learning environment

Cultural: Through peer assessment and group work, students are introduced to different cultures, opinion and values they may not have encountered. .Cultural awareness of different societies in different parts of the world which creates tolerance and respect for and a celebration of diversity within Britain. Example: Incan rituals; food; clothing and religious festivals. Creative tasks set to allow pupils to participate resourcefully and imaginatively e.g. personal timelines using pictures.