


Unit:	Unlocking History Skills
Year	7
Prior learning	Building on Primary learning from various educational setting. Testing their chronological skill and ability to write effective Historical answers.
Rationale	The rationale for this unit is to teach students how to write historically, specifically focusing on the PEEL paragraph structure. The aim of the unit is to test inference skills.
Skills	<p>Historical Skills</p> <p>The primary historical skill developed in this unit is using evidence to support a point. This is done through learning how to construct a</p> <p>PEEL paragraph. The unit also introduces other skills like:</p> <ul style="list-style-type: none"> ● Making inferences based on evidence ● Practicing note-taking and independent research ● Making supported judgments ● Using primary and secondary sources to support a decision <p>Chronology and causation.</p>

Cultural capital	The unit builds cultural capital by using local history links, such as referencing Chichester and Arundel as examples of Roman settlements in Sussex. It also mentions Arundel Cathedral and Chichester markets in the context of Roman legacy.
Assessments	The unit includes an assessment where students improve their PEEL writing from a Roman-themed assignment
SEND	 Introducing SENDsational 6
Key concepts / vocab	<p>Key Concepts and Vocabulary</p> <p>The unit introduces and reinforces several key historical concepts and vocabulary:</p> <ul style="list-style-type: none"> ● Society: The life of people in Roman Britain ● Economy: Trade and money in ancient civilizations ● Ancient civilization: The Roman Empire ● Power: Reasons for Roman and Viking invasions ● Other concepts: Hypothesis, BC/AD, empire, conquest, invasion, legacy, religion, war, violence, primary and secondary sources.
Adaptations	

Unit: Unlocking History Skills (Introduction, Romans & Vikings)

Year: 7

Intent: To learn how to write historically (PEA)

Skills: Using evidence to support a point

Local history link: Use Chichester and Arundel as examples of Roman settlement in Sussex.

Key concepts: society, economy, ancient civilisation, power

Differentiation focus: Reading resources, differentiate by task, questioning, PCS 10 for SEND

Reading & literacy strategies: skim and scan, scan for 5, summarising, basic comprehension, choral reading

SEND support: key words, modelling, grouping, differentiation of reading resources, buff paper.

Lesson title	Learning Outcomes	Content	Concepts
1. What happened to the skeletons at Maiden Castle?	To be able to make inferences based on evidence. To come up with a hypothesis on what they think happened to the skeletons To understand how historians can't	4 pieces of evidence Inferences definition	Hypothesis Tribe BC / AD

	fully dictate what happened in the past		
2. What happened to the skeletons at Maiden Castle?	To be able to write a PEA paragraph To use evidence to support a point and analyse.	Evidence from previous lesson Guidance on how to write a PEA paragraph	(same as previous)
3. Why did the Romans invade Britain?	To be able to identify the different reasons why the Romans invaded Britain To be able to categorise these reasons To be able to judge what the most important reason is	Definition of Empire Overview and geography of Roman Empire Reasons why the Roman's invaded	Europe Empire Conquest Invasion Money Power Religion
4. What was the legacy of the Roman Empire?	To understand the changes the Romans brought to Britain To practice note taking skills and independent research To practice making supported judgements	Roman legacy: education, roads, religion, coins etc. Legacy definition Local history connection: Arundel Cathedral, Chichester markets. Teaching how to make effective note taking.	
5. Did people like living in Roman Britain?	To be able to describe what life was like in Roman Britain To be able to explain what the positives and negatives are of living in Roman Britain	What pupils like / hate about Britain today Researching how people felt about Roman Britain	Boudicca Trade Money War
6.			

7.			
8. Why did the Vikings raid Britain?	<p>Understand the reasons for the Viking raid on England</p> <p>Support a decision using primary + secondary sources of information</p>	<p>Look at different reasons why the Vikings raided Britain</p> <p>Different sources (primary and secondary)</p>	<p>Power</p> <p>Violence</p> <p>Trade</p>
9. Why did the Vikings raid Britain? Part 2	(continuation from previous lesson)		
10. Improving PEA from Roman assessment			