

## The Warriner School Subject Curriculum Map

Subject: History	Year Group: 7	Unit: 1 How do we become a good historian?
<p>Unit objectives: (NC Statements)</p> <p>The students will know the importance of chronology, the study of time, chronological order, using detective skills to work out the order of events, will know different features of historical eras which help to identify which chronological order they should go in to. Know how History can be divided into eras, periods, centuries, decades, years.</p>		
<p>Context for study:</p> <p>The first History specialist lessons at The Warriner, a time to set high standards and expectations, 3Rs, A2L, routines as well as introduce members of staff and a new course.</p> <p>KS2 students from MAT primary have been taught historical concepts such as chronology- cause and consequence – and how knowledge is constructed from past sources. Much of this is from Year 6 with the History Primary Curriculum. Student have previously learnt this in Primary school with the study of topics such as early civilisations, Normans, as well as a British period after 1066. This means that the teaching of chronology and learning from sources are to revisit learning from the KS2 curriculum. A broad range of chronology is used given the wide experience of students from KS2, and schools outside of the MAT.</p>		



Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Know how to put different events in time order.

Know how we describe different **periods** of time

Know what **chronology** is

Know how time and dates work

Know how to organise events **chronologically**

Know what a **century** is

Know that dates are counted in history with the turning point of the **year '0'**, and how time goes **BCE/ CE** from that point

Know what is meant by **BCE** and **CE** as well as **BC** and **AD**

Know which **century** different years are in

Know what a historian is and the different jobs they do

Know what different pieces of evidence **Historians** might use to investigate and learn about the past

Know what an artefact is

Know how to draw a **timeline**

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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Students getting muddled between BCE/CE/ AD/BC.</p> <p>Students not understanding how time is counted in centuries and how to work out each years correct century</p> <p>Students not seeing the first set of a hundred years from the year 0-100 as the first set of 100 years or 'century', just like cricket.</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Definition of chronology, <b>Chronos</b>- Greek God of time</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>Students will accurately create a timeline in chronological order</p> <p>Low stakes quick questions/ quiz- new words, sorting dates into chronological order</p> <p>Putting a date in the right century</p> <p>Greater challenge- being able to put BCE dates in the correct century.</p> <p><i>No formal assessment</i></p>	