

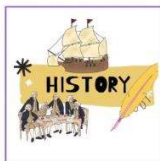
How can historians investigate Leeds?



Y7: module 1

Why this?	<ul style="list-style-type: none"> • Develop understanding of key concepts and skills to be applied in KS3 History • Bridge the gap between KS2 and KS3 History • Gain appreciation of the history around us
Why now? What are we building on?	<ul style="list-style-type: none"> • Enable students to have the skills and conceptual understanding to succeed in future study

Key Vocabulary	Sources Or content	Create Independent learning	Knowledge	Skills	Links to other curriculum areas?	Links to Primary national curriculum?
<ul style="list-style-type: none"> • Primary source • Secondary source • Archaeology • Chronology • BC/BCE • AD/CE • Century • Timeline • Public history 	<ul style="list-style-type: none"> • Kirkstall Abbey • Artefact database from Leeds City Museums • Leeds Blue Plaque trail 	<ul style="list-style-type: none"> • Timeline of Leeds history • Archaeological trench diagram • An example of an historian's interpretation 	<ul style="list-style-type: none"> • Understanding types of historical source • Explaining how historians construct interpretations of history • How Leeds has developed over time 	<ul style="list-style-type: none"> • Constructing a timeline using understanding of BC and AD • Identify centuries from dates • Interpret key messages from a range of primary sources 	<ul style="list-style-type: none"> • English and text analysis • Jewish Studies and places of worship • Geography: local geography of Leeds 	<ul style="list-style-type: none"> • England pre-1066 (evidence of Saxon settlement in the Leeds area)
Diversity and Personal Development						
<ul style="list-style-type: none"> • Understanding the history of the local community including migration (e.g. Jewish and South Asian) to Leeds through time 						



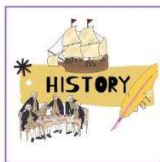
How can historians investigate Leeds?



Y7: module 1

Common misconceptions	<ul style="list-style-type: none"> History is just about the past so can't influence the present Confusion over how chronology works through BC/AD "19th century is 1900s" What constitutes a primary and secondary source (especially retrospective primary sources, e.g. memoirs)
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What will I have learnt at the end of this unit?	What is the assessment of this learning? SUMMATIVE	What assessments are their for learning? FORMATIVE	What subject knowledge and skills will I have the opportunity to remember, revisit and develop? (from when)
<ul style="list-style-type: none"> How Leeds has changed from Roman to modern times How to explain the passing of time in History Comparing different historical periods How historians use different evidence to make arguments about History 	<ul style="list-style-type: none"> Key skills and terminology short-answer test 	<ul style="list-style-type: none"> Red/Amber/Green MCQs as starter activities Short-answer retrieval quizzes (self-marked in purple pen in books) 	<ul style="list-style-type: none"> Knowledge of pre-1066 England from KS2 NC Local history study from KS2 NC
Concepts explored	Opportunities for Oracy	Careers in the curriculum	Opportunities to experience History in action
<ul style="list-style-type: none"> Primary sources Secondary sources Chronology 	<ul style="list-style-type: none"> Present students' own ideas about sources they have researched 	<ul style="list-style-type: none"> Archaeologist, archivist, museum curator 	<ul style="list-style-type: none"> Extracts from historians' texts Museum catalogues
Opportunities to develop knowledge outside the classroom			
			<ul style="list-style-type: none"> Recommendations of local historical sites to visit



Did Medieval kings have absolute power?



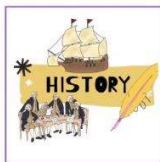
Y7: module 2

Why this?	<ul style="list-style-type: none"> • Develop understanding of power through the big ideas of monarchy and rebellion • Develop analytical skills in order to write an historical essay
Why now? What are we building on?	<ul style="list-style-type: none"> • Introduce key themes of monarchy and rebellion at the start of KS3 • Begin a logical chronological progression

Key Vocabulary	Sources Or content	Create Independent learning
<ul style="list-style-type: none"> • Conquest • Rebellion • Monarch • Peasant • Baron • Civil War • Bishop 	<ul style="list-style-type: none"> • Conisbrough Castle • Bayeaux Tapestry • Medieval chronicles • Magna Carta 	<ul style="list-style-type: none"> • Handbook on how to be a strong Medieval king • Medieval timeline

Knowledge	Skills	Links to other curriculum areas?	Links to Primary national curriculum?
<ul style="list-style-type: none"> • Understanding types of historical source • Understanding how Medieval monarchs ruled: sources of power, strengths and limits • Explain how and why different groups rebelled against Medieval kings 	<ul style="list-style-type: none"> • Constructing a timeline using understanding of BC and AD • Interpret key messages from a range of primary sources • Explain similarities and differences between events • Explain causes and consequences of key events 	<ul style="list-style-type: none"> • English and text analysis • English and ideas of monarchy (Shakespeare) 	<ul style="list-style-type: none"> • England pre-1066: how Saxon and Viking kings ruled

Diversity and Personal Development
<ul style="list-style-type: none"> • Understanding the opportunities and limits for women to rule as Medieval Queens, e.g. Isabella of France • Understanding the evolution of the rule of law and citizens' rights from Magna Carta



Did Medieval kings have absolute power?



Y7: module 2

Common misconceptions	<ul style="list-style-type: none"> • Women had no power in Medieval times • Everything stayed the same from 1066 to 1485 • Some kings were completely bad, e.g. Richard III • Everything changed after the Norman Conquest
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What will I have learnt at the end of this unit?	What is the assessment of this learning? SUMMATIVE	What assessments are their for learning? FORMATIVE
<ul style="list-style-type: none"> • Assess whether monarchs really had complete power in Medieval times • How to compare and contrast different case studies in History • Why rebellions happen and what factors make them more likely to succeed 	<ul style="list-style-type: none"> • Essay: "How far did rebellions show the weakness of Medieval kings? Explain your answer" 	<ul style="list-style-type: none"> • Red/Amber/Green MCQs as starter activities • Short-answer retrieval quizzes (self-marked in purple pen in books)

What subject knowledge and skills will I have the opportunity to remember, revisit and develop? (from when)
<ul style="list-style-type: none"> • Knowledge of pre-1066 England from KS2 NC • Key historical concepts from Y7 half term 1, e.g. chronology, centuries, dates

Opportunities to develop knowledge outside the classroom
<ul style="list-style-type: none"> • Recommendations of local castles to visit

Concepts explored	Opportunities for Oracy	Careers in the curriculum
<ul style="list-style-type: none"> • Monarchy • Rebellion 	<ul style="list-style-type: none"> • Present students' own ideas about sources and comparisons 	<ul style="list-style-type: none"> • Political scientist, activist, royal correspondent

Opportunities to experience History in action
<ul style="list-style-type: none"> • Extracts from historians' texts • Public history information (e.g. info panels from Conisbrough Castle)