

Year 7 What is History?

Focus Enquiry Question: What is History and why is it important?

Lesson	Lesson Aim/Objective	Historical content/concepts	Learning Activities	Resources	Differentiation	Assessment (with reference to KSU)
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Key Question: What is History?

1	What is History?	History Historian	<p>Starter – Introduction and Rules.</p> <p>1. Baseline Assessment – go through and pupils to complete.</p> <p>2. Discuss as a class what History is about and their favourite topics/things they would like to learn about. Pupils can begin What is History sheet/spider diagram and complete for homework.</p> <p>Plenary – Class discuss why it is important to study History/ is it a dead subject?</p>	<p>Baseline assessment and mark scheme.</p> <p>What is History sheet.</p>		<p>Significance</p> <p>Chronology</p>
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Key Question: Why is it important for Historians to be able to measure time?

2	Telling the Time	Chronology Centuries BC/AD	<p>Starter – Anachronism picture on powerpoint – pupils to spot mistakes. Discussion of why it is important for historians to</p>	Anachronism powerpoint	Some sheets with lines on already filled with some dates and	Chronology
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			<p>be able to know dates and time. Explain chronology means putting dates in the correct order.</p> <p>1. A3/4 piece of paper with line on and markers. Pupils to mark centuries on and discuss BC/AD. Pupils can also write definitions in exercise book.</p> <p>2. Pupils stick on pictures of world events on the right place on their timeline.</p> <p>Plenary - Use mini whiteboards to test pupil's knowledge of what century dates are in.</p>	<p>Paper with lines on</p> <p>Cut out pictures of world events</p> <p>Mini whiteboards and pens</p>	<p>events to help weaker pupils.</p>	
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Key Question: What is evidence and how do Historians use it?

3	<p>What types of evidence are there?</p>	<p>Primary Secondary Fact Opinion Bias</p>	<p>Starter – Powerpoint with two images – one primary, one secondary. Pupils asked to guess the difference.</p> <p>1. Discuss and explain primary and secondary and give some examples. Pupils write definition and some examples in exercise books.</p> <p>2. Fact and opinion</p>	<p>Powerpoint</p> <p>Boudicca Worksheet</p>		<p>Interpretations</p>
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			<p>definition – perhaps use mini whiteboards to test. Boudicca sheet to complete.</p> <p>3. Read biased newspaper report and discuss – what might historians have to do because of bias – look at several sources, be careful etc.</p> <p>Plenary- test on all new words from today or self assessment traffic lights.</p>			
4	How do Historians use evidence?	Sacrifice archaeology	<p>Starter - Picture of detective and discuss how a historian is like a detective.</p> <p>1. Dustbin and things found inside. Complete questions together and discuss such as what did he eat, what job did he do etc.</p> <p>2. Read information on Lindow man. Complete police report using the evidence read together. Pupils to decide how and why he was killed.</p> <p>Plenary - Discuss why evidence is so important to Historians.</p>	<p>Powerpoint/ Textbook</p> <p>Dustbin worksheet</p>		<p>Significance</p> <p>Chronology</p> <p>Diversity</p>