## Subject: History Pagan Lady

## Year 7 Autumn Term 1

# Time of Assessment: Between 7<sup>th</sup> and 17<sup>th</sup> October

#### Knowledge to be Assessed:

- Studying the 'Discoveries' module, students will gain a broad overview of history, from Neolithic man to the Present Day.
- In our depth study on the Pagan Lady, students will develop the core skills of forming opinions and theories based on evidence.



# Skills to be assessed:

- Historical investigation
- Evaluating sources
- Forming theories based on evidence.

- https://manxnationalheritage.im/learn/fa mily-learning/museum-on-the-movepagan-lady-of-peel/
- Try to discuss which sources might be more useful and why, and how we can use sources to support our opinion.

Emerging	Developing	Secure	Mastering	Extending
Students can choose basic facts from a source	Students can describe information presented in the sources.	Students can select and combine information from the different sources.	Students can explain which sources they trust and use them to support their opinions.	Students can explain why they've chosen certain sources and evaluate them to support detailed arguments.

## Subject: History History Heroes

## Year 7 Autumn Term 2

# Time of Assessment: Between 2<sup>nd</sup> and 16<sup>th</sup> December

#### Knowledge to be Assessed:

- Studying the 'Discoveries' module, students will gain a broad overview of history, from Neolithic man to the Present Day.
- In our study of an important person from the past, students are expected to do some research and present their findings. They need to ask questions like: what were their key attributes and what is their legacy.



## Skills to be assessed:

- Research skills
- Independent study
- Time management
- Questioning skills
- Presentation skills

- https://www.ducksters.com/biography/
- https://www.biography.com/
- Try to research your important in an objective way and make a conclusion as to whether they had a positive or negative influence on society both then and today.
- Students can present their findings as a PPT, a YouTube clip, an essay or a poster etc.

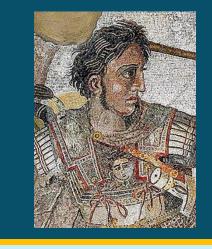
Emerging	Developing	Secure	Mastering	Extending
Students can show limited	Students can show basic	Students can recognise	Students use their own knowledge	The student evaluates the accuracy of
understanding of people	understanding of	different interpretations	and various sources to test	various interpretations and makes a
from the past.	interpretations of a	of the past and suggest	contrasting interpretations.	judgement.
	person from the past	why these interpretations		
		are different.		

## Subject

## History

## Knowledge to be Assessed:

- Studying the 'Discoveries' module, students will gain a broad overview of history, from Neolithic man to the Present Day.
- Students need to recap their work since September on our 'Discoveries' development study.
- Students need to use their exercise books as a revision tool.



Year 7 Spring 1

#### Skills to be assessed:

The assessment will test students recall, memory, fact checking and revision skills.

#### **Time of Assessment**

## **Spring Term Week 6**

- <u>Look</u> at key events and people such as key moments in Manx history plus people like Alexander the Great & Alfred Nobel, the development of printing and flight and key events in human history etc.
- *Try to discuss the contents of a student's exercise book.*

Emerging	Developing	Secure	Mastering	Extending
Students can use basic dates	Students can show basic factual	Students can show and	Students use their own knowledge to	The student makes links between their factual
and terms in relation to the	knowledge and understanding of	increased depth of	under key aspects of chronology and	knowledge and their understanding of the Isle of
developments in history.	key developments.	factual knowledge and can identify different periods and past societies.	anachronisms.	Man, Britain and the wider world.

#### Subject

History

Knowledge to be Assessed:

Studying the 'Romans' module, students

Romans civilised?' Students will look at

ideas about democracy and Empire, along

with famous people like Caesar, Hannibal

day life in Pompeii.

and Boudica etc. We will also look at day-to

undertake a depth study and ask 'were the

## Year 7 Spring 2

#### **Time of Assessment**

### Spring Term Week 12

### **Resources to help Revision:**

- <u>https://www.ducksters.com/history/ancient</u>
  <u>rome.php</u>
- <u>https://www.bbc.co.uk/bitesize/topics/zhx</u> <u>mn39</u>
- Try to be objective in your research and make a conclusion as to whether your topic had a positive or negative influence on Roman society.
- Students can present their findings as a PPT, a YouTube clip, an essay or a poster etc.

#### Skills to be assessed:

Students are expected to research an aspect of Roman society that interests them and present their findings. Students often look at topics not covered in lessons.

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Emerging	Developing	Secure	Mastering	Extending
Students can show limited	Students can show basic	Students can recognise	Students use their own knowledge	The student shows detailed knowledge
understanding as to how	understanding of the	how Ancient Romans	and various sources to produce	that examines the key factors in relation
Ancient Roman's lives can	lives of Ancient Romans.	lived and will pick out a	their museum project. Implicit	to their Ancient Rome museum project
be interpreted.	Student will make a clear	specific factor to focus on.	reference to subjectivity is made.	and makes a critical evaluation.
	presentation, but it will	Students understand the		
	lack rigour.	word subjective.		

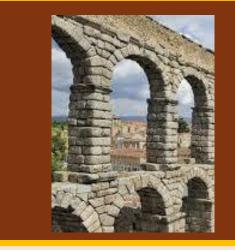
## Year 7 Summer 1

#### **Summer Term Week 7**

#### History

#### Knowledge to be Assessed:

- Studying the 'Romans' module, students undertake a depth study and ask 'were the Romans civilised?'
- Students will look at ideas about democracy and Empire, along with famous people like Caesar, Hannibal and Boudica etc.
- We will also look at day-to day life in Pompeii.



#### Skills to be assessed:

Students are expected to research the legacy of Ancient Rome and make a judgement on its positive or negative influence on society both in the Roman period and today.

- <u>https://www.ducksters.com/history/ancient</u>
  <u>rome/legacy\_of\_rome.php</u>
- <u>https://www.worldhistory.org/article/1601/</u> <u>legacy-of-the-ancient-romans/</u>
- <u>https://www.youtube.com/watch?v=Qc7H</u>
  <u>mhrqTuQ</u> (Monty Python careful swear word at the start!)
- https://www.bbc.co.uk/teach/class-clipsvideo/ks2-history-the-romans-legacy-ofancient-rome/zrt9qyc
- Try to discuss at home the legacy of Rome in both positive and negative ways.

Emerging	Developing	Secure	Mastering	Extending
Students show limited	Students show basic	Students can show accurate	Students show good knowledge	The student makes accurate and
knowledge and there is no	knowledge and there	information showing some	and understanding linked to the	sustained assertions showing clear
overall judgement on the	is a limited overall	knowledge and understanding	question. The student starts to	knowledge with explicit links to the
legacy of Ancient Rome.	judgement on the	of Rome's legacy. A vague	use second order concept words.	question, with a clear use of second-
	legacy of Ancient	overall judgement is given.		order concept words. Clear judgements
	Rome.			are made.