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| **Medium term plan -** Enquiry Question: | | | | **Year Group** |
| **Substantive concepts** | | **Historical concept/ process** | **Misconceptions to overcome** | **SEN provision** |
| *Public health, Government, sanitation, settlement, prehistoric,* | | **Continuity and change within and across periods**  Key terms: *change, continuity, progress, regress, pace, extent, trends and turning points* | Not everyone benefitted from Roman public toilets e.g. those in rural areas or poorer parts of town. |  |
| **Historical concept/ process** | | | **Specified knowledge content** | |
| **Hampshire Age Related Expectations: Change and continuity for Y7**   * explain why some things that have changed whilst others remained the same within and across periods, giving the immediate reasons for and results of change and continuity * use the terms **change and continuity** appropriately * explain that some changes happened quickly; others happened slowly * explains that some things can get worse over time as well as getting better * Can make a judgment.   **We will also challenge students to:**   * analyse the pace and extent of change and its different effects on different people and places at different times using terms like *progress, regress, pace, extent, trends and turning points* | | | * Explore what Skara Brae reveals about Neolithic attempts to deal with sewage. | |
| **Sequence of lessons**  **Enquiry outcome** | Lesson 1:  Lesson 2:  Lesson 3:  Lesson 4:  (End product/student task that allows students to answer the enquiry question/demonstrate their understanding.) | | | |
| **Opportunities for:**  **1. modelling, deliberate practice and formative feedback before assessment**  **2. SMSC + Brit Values** |  | | | |
| **Assessment points:** |  | | | |

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