

Subject:	History & Ancient History	Year group:	7
Topic:	Migration History of the Ancient British Peoples	Sequence:	Term 1a
Prior learning: (What previous learning will the new learning in this unit build upon?)		Next learning: (What learning comes next and builds upon this unit?)	
Students may have encountered the Stone Age to Iron Age, Roman Britain, Anglo-Saxon settlement and the Viking struggle for England at Key Stage 2. They may also have sequenced events and used artefacts or written accounts as evidence. This unit revisits and standardises that knowledge because primary-school coverage and confidence will vary.		The Norman Conquest 1066 and its impact on England. Students will apply the chronology, migration, causation, change and continuity, significance, and source-analysis thinking established here to judge how far the Normans changed England.	
Learning objectives: (In chronological order)	Duration: (How long it usually takes to secure each learning objective)	Homework: (Activities to consolidate learning outside the classroom)	Specific vocabulary: (Subject specific terms relating to each learning objective)
1.1 Select and record accurate key information from a historical documentary, then explain why early human developments mattered, including benefits, problems and wider impact.	1 lesson 60 minutes	Complete or improve the documentary notes for one assigned development. Record 3-5 accurate facts and write two sentences: one explaining a benefit or change and one explaining a problem or harmful consequence.	migration; modern human; Neanderthal; adaptation; Agricultural Revolution; Mesopotamia; Catalhoyuk; impact; consequence
1.2 Use the five Knowledge Themes to classify developments from the Survival documentary. Prove each classification with evidence and write a paragraph explaining what one theme reveals about the period.	1 lesson 60 minutes	Revisit the six documentary developments. Choose the strongest theme for each and complete the stem 'This shows ... because ...'. Then improve the class paragraph by adding a second accurately explained development.	theme; evidence; Politics and Power; Economy and Society; Conflict and Cooperation; Beliefs and Culture; Movement and Exchange
1.3 Use chronological language accurately and construct a universal timeline. Sequence the main historical eras and locate key periods and developments, explaining why chronology prevents anachronism.	1 lesson 60 minutes	Create a ten-item chronology retrieval quiz using lesson vocabulary and provide a separate answer key. Include at least two BCE or CE dates, two durations and one example of an anachronism.	chronology; BCE; CE; prehistory; ancient; postclassical; early modern; modern; contemporary; era; period; decade; century; millennium; anachronism
1.4 Describe the key features of Britain's earliest migrant groups and explain how successive arrivals shaped life in Britain. Cover hunter-gatherers,	1 lesson 60 minutes	Complete the first-peoples mind map for any unfinished group. For each group, include when and where they came from, how they lived or survived, and one	migration; migrant; immigrant; hunter-gatherer; Neolithic; Celt; Roman; Anglo-Saxon; Viking; settler; invader; settlement; key feature

Neolithic farmers, Celts, Romans, Anglo-Saxons and Vikings.		development or legacy they introduced.	
1.5 Identify and categorise causes and consequences. Apply this thinking to explain why Rome invaded Britain in 43 CE and distinguish the invasion's short- and long-term consequences.	1 lesson 60 minutes	Complete the Roman invasion cause-and-consequence grid. Select the most important cause or consequence and justify the choice in one paragraph using at least two precise details from the lesson.	cause; consequence; motive; event; long-term cause; short-term cause; immediate cause; trigger; invasion; conquest; Romanisation
1.6 Identify and explain change and continuity across Iron Age, Roman and Anglo-Saxon Britain. Compare work, defence, settlements, religion, rule and language, and explain the reasons for one similarity and one difference.	1 lesson 60 minutes	Write two comparison paragraphs from the completed organiser: one explaining a religious similarity between Iron Age and Roman Britain, and one explaining a defensive difference between Roman and Anglo-Saxon Britain.	change; continuity; similarity; difference; turning point; extent; pace; Iron Age; Roman Britain; Anglo-Saxon; pagan; polytheism
1.7 Assess the historical significance of the Romans, Anglo-Saxons and Vikings in Britain. Apply the criteria remembered, resulted in change and resonant to reach and support a comparative judgement.	1 lesson 60 minutes	Rank the Romans, Anglo-Saxons and Vikings from most to least significant. Write one paragraph defending the ranking with evidence against all three significance criteria.	historical significance; criteria; subjective; remembered; resulted in change; resonant; impact; legacy; judgement
1.8 Classify evidence about the first migrants by historical period and evidence type. Distinguish primary from secondary sources and use specific details to make supported inferences about life in Neolithic, Roman, Anglo-Saxon and Viking Britain.	1 lesson 60 minutes	Choose two contrasting sources from the lesson sheet. For each, identify the period, evidence type, and whether it is primary or secondary; then write one supported inference beginning 'This suggests ... because ...'.	evidence; source; primary source; secondary source; inference; physical evidence; written evidence; visual evidence; oral evidence; archaeological evidence; interpretation