



### **Intent for the Year 7 History Curriculum 2021-2022**

'All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.'

*In the History Department, students follow the National Curriculum (<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study/national-curriculum-in-england-history-programmes-of-study#key-stage-3>) to develop sequential and chronological, knowledge, understanding and recall skills. Curiosity is promoted through enquiry-based learning and moral character is developed through their evaluation of the actions and motivations of various historical figures. Through their study of history, we want students to develop their own moral values and understand how those values and traditions have shaped the country they live in. Throughout Year 7 students develop their skills to analyse and evaluate the past to compare what they learn about with the past, present and future to make connections and develop a holistic understanding of the world they live in. In year 7 they investigate who held power in the UK between 1066 and 1603 and how and why that balance of power changed over the course of the period.*

Students develop skills in 4 key areas:

- 1) To demonstrate knowledge and understanding of the key features and characteristics of the period studied.
- 2) To explain and analyse historical events and periods studied using second-order historical concepts (cause, consequence, change, continuity, similarity, difference, significance).
- 3) To analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- 4) To analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

**Implementation:** At KS3 students have 1 lesson a week of history and each ½ term they have an extra lesson of either History or Geography, this will change each term.

### **Curriculum adaptations as a result of the pandemic:**

In response to the pandemic, basic skills, concepts and knowledge will be embedded in the Yr 7 curriculum to ensure that students have a good understanding of timescale and the language we use to talk about time and to explore the different types of evidence used by historians. The sequencing of time will be revisited as students create and update timelines throughout the year. More work will be done to ensure understanding of substantive concepts (e.g. monarchy, invasion, Church, democracy) which without adequate understanding could form a barrier to learning. Students will be given an enquiry booklet at the start of each enquiry with key terms, an outline of what they will be studying, along with resources. This will also mean that they have some printed resources to aid revision so that they are not relying solely on classwork and reduces the need for printing at home should students have to isolate. There will also be an increased emphasis on developing extended analytical writing and substantiating ideas. In Year 7, students have the equivalent of an extra 30 minutes a week. We will use this time to ensure that time is allowed for retrieval practise at the start of each lesson and slow down the pace of lessons so that there is more time for reflection and to ensure students are given adequate time to ensure they have able to present work to a high standard and fully develop their ideas and reasoning. As students have had little opportunity for learning beyond the classroom in recent years, we aim to take students to Glastonbury Abbey for an immersive day in history, exploring the remains and finding out what life would have been like with the support of the volunteers who take on the role of actors.



Term	Enquiry/Topic/Unit:	Key Outcomes:	Character Education:	Assessment:	Vocabulary:	Home-Learning:
1	How and why has sanitation in Britain changed through time? <b>4 lessons</b> <b>(NC: the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066)</b>	Students gain an understanding and overview of chronology and build on transition activities on Global Goals (Global Goal 6: clean water and sanitation). They begin to develop a sense of period as they explore changes and developments in sanitation through the ages and reflect on when most progress has taken place and why Skills: AO1: Knowledge and understanding AO2: Analyse and explain change and continuity <b>Careers: Students are introduced to the work of historians, archaeologists, politicians and town planners.</b>	Students develop curiosity through enquiry based learning and develop compassion for the challenges people faced at different points of time in History.	<b>Formative Assessment</b> Retrieval practise is used every lesson to recap on prior learning which is self- assessed for immediate feedback. A range of self, peer and teacher assessment used.	archaeology cesspit conduit councils epidemic gongfermer medieval monasteries Parliament privy public health sanitation terraced yard	No homework set for first 2 weeks while students learn to use SMHW. Final week of this enquiry a flipped learning task will be set on England before 1066 to be peer and teacher assessed.
	Why was 1066 a turning point in English history? <b>8 lessons</b> <b>(NC: the development of Church, state and society in Medieval Britain 1066-1509)</b> <b>*** Assessment***</b>	Students investigate the context and events of the Battle of Hastings before analysing the various ways in which it affected England and the role the Noman invasion played in shaping modern England. AO1: Knowledge and understanding AO2: Significance AO3: Sources <b>Careers: Students are introduced to the work of architects.</b>	Students explore the character traits required and desired in a new king. Students will develop reflection skills as they peer assess and redraft assessments.	<b>Summative Assessments:</b> 3 summative assessments planned for progression in AO1 and AO2: explanation of	heir earl witan Bayeux Tapestry feudal system harry	Home learning will be set to include further reading around this topic and to investigate the Norman developments in architecture and language.
	Why could nobody ignore the Church? <b>6 lessons</b> <b>(NC: the development of Church, state and society in Medieval Britain 1066-1509)</b>	Students develop an understanding of the importance of the Church in the Middle Ages. They will create a board game to analyse the way it how power over people, offered hope and helped people in the wider context of medieval life. They will analyse the relationship between Church and state as they investigate what happened to Thomas Becket and why. AO1: Knowledge and understanding AO2: Significance AO3: Sources <b>Careers: Students are introduced to the work of detectives and positions in the Church.</b>	Students are curious historians in their murder mystery investigation.		Cathedral Catholic Chantry Friar Medieval Monastery Monk Peasant Pilgrim Pope Purgatory Relic Tithe	Students will complete research into what daily life for a peasant would have been like.  A flipped learning task will be given to investigate the Black Death in preparation for the next enquiry.



<b>2</b>	<p>What happened to Wat? <b>4 lessons</b> (NC: the development of Church, state and society in Medieval Britain 1066-1509)</p>	<p>Students build on their knowledge to explore what the peasants were unhappy and about and who they were unhappy with to learn about the causes and events of the Peasants revolt. They uncover the problems with evidence while studying the contradictory evidence presented in the chronicles produced at the time to develop an understanding of why historians sometimes present different accounts and learn the importance of provenance in evaluating the reliability of evidence. AO1: knowledge and understanding AO2: Causation AO3: Sources AO4: Interpretations. <i>Careers: Students develop an understanding of the skills used by historians and relate to other professionals whose work depends on the analysis or evidence (e.g. in law, journalism)</i></p>	<p>Students show curiosity in their mission to uncover the truth about what happened to Wat Tyler.  They show resilience as they are faced with contradictory evidence.</p>	<p>cause, consequence and significance and one to assess knowledge and recall at the end of the year:  1) Why was 1066 a Turning Point in English history? AO1, and 2 – (significance and consequence)  2) Why is Glastonbury Abbey in ruins?</p>	<p>peasant plague manor rebel revolt poll tax</p>	<p>Further reading homework set to extend knowledge of the time. Comprehension will be tested through the use of Google Forms.</p>
	<p>What changed and what stayed the same in the Middle Ages? <b>1 lesson</b> (NC: the development of Church, state and society in Medieval Britain 1066-1509)</p>	<p>Students consolidate and sequence their learning so far in History to create a timeline and identify what problems had been solved and what remained by the time Henry VII came to the throne. AO2: Change and continuity.</p>	<p>Students focus on compassion as they try to imagine what life would have been like at this time.</p>		<p>change continuity</p>	<p>Home learning to give students an overview of the Wars of the Roses.</p>
	<p>What was Britain like in 1509? <b>1 lesson</b> (NC: the development of Church, state and society in Britain 1509-1745)</p>	<p>Students examine what Britain was like in 1509, summarise England's relationship with its neighbouring countries and contrast Britain in 1509 with Britain today. They use their learning to produce a title page for their new period of study. AO1: knowledge and understanding of the key features and characteristics of the period studied.</p>	<p>Students are respectful in understanding the diverse experiences across the different parts of Britain.</p>		<p>Tudor population communication religion currency</p>	
	<p>Why is Glastonbury Abbey in ruins? <b>7 lessons</b> (NC: the development of Church, state and society in Britain 1509-1745)</p>	<p>Students use evidence to analyse different interpretations of Henry VIII before investigating the causes, events and consequences of the Break with Rome and the long-term impact of the religious changes through a local study of Glastonbury Abbey and the last Abbott, Richard Whiting.</p>	<p>Students analyse the changing character of Henry VIII. They identify and assess character in the</p>		<p>Catholic Pope Excommunicate Protestant Reformation Dissolution</p>	<p>Students undertake independent study to investigate the reformation in its wider historical context.</p>



	<p><b>society in Britain 1509-1745 and a local history study)</b> *** Assessment***</p>	<p>Students are taught to understand the significance of religious changes in shaping the nation's history. AO1 Knowledge and understanding, AO2 cause and consequence, AO3 and AO4 sources and interpretations.</p>	<p>individuals they study.</p>	<p>3) AO1 and 2 (causation ) 4) Was Elizabeth really "good Queen Bess" AO1, 2, 3 and 4. 5) How much change did the Tudors Bring? AO1 (knowledge, understanding and recall).</p>	<p>Abbey Abbot monastery monk tithe</p>	<p>They will create top trumps character biography cards on who's who in Henry's court.</p>
	<p>Who wants to come to Tudor London? <b>3 lessons (NC: the development of Church, state and society in Britain 1509-1745)</b></p>	<p>Students use sources to discover what it was like in Tudor London. They select evidence to support different interpretations to consider who would have liked/loathed it. Students use their findings to create marketing campaigns to develop their oracy and teamwork skills. Links here to Black History <a href="#">Careers: Students are introduced to the published work of historians and the role of researchers and marketing companies.</a></p>	<p>Confidence promoted through work in teams as is responsibility with each taking on a role in the team.</p>		<p>merchant traitor crier Royal Exchange bear bating cutpurses theatre Puritan</p>	<p>Literacy homework set to use read and comprehend an excerpt from Ian Mortimer's <i>The Time Traveller's Guide to Elizabethan England</i> and David Olusoga's <i>Black and British</i>.</p>
3	<p>Was Elizabeth really "Good Queen Bess"? <b>6 lessons (NC: the development of Church, state and society in Britain 1509-1745)</b> *** Assessment***</p>	<p>Students will learn about some of the key events and challenges in Elizabeth's reign to create a timeline to sequence events and make a hypothesis on whether she was a "good" queen and to compare her to the other Tudor monarchs. They will then work in groups to research specialist topics before reaching a decision, using a range of evidence. As groups, students will develop oracy and listening skills to write and present a speech on whether they think she was "Good Queen Bess". Students will listen to each others' specialist topics before reaching an independent and substantiated conclusion on how successful a monarch Elizabeth was. This will be followed by an assessment in which students will use their contextual knowledge and understanding to analyse and evaluate sources and in interpretations. AO1 and AO3.</p>	<p>Confidence developed through oracy skills. Students will need to be respectful in listening to the presentations of others.</p>		<p>Privy Council Armada propaganda Religious Settlement recusant extremist</p>	<p>Enrichment reading to find out more about who Elizabeth was.</p> <p>Students will be assessed at the end of this enquiry through a factual recall test on Google Forms.</p>
	<p>How much change did the Tudors bring? <b>2 lessons (NC: the development of Church, state and society in Britain 1509-1745)</b> *** Assessment***</p>	<p>Students will explore how much change the Tudors brought by examining a range of topics from how united the UK was, to population size, religion, travel, communication, architecture and lifestyles of the rich and poor to plot bar charts showing change and reach conclusions on the aspects of life which changed the most and least. AO1 and AO2 – change and continuity, similarity and difference.</p>	<p>Responsibility and resilience developed here, whereby students will complete an assessment assessing their knowledge and</p>		<p>change continuity</p>	<p>Enrichment reading on the impact of the Tudors.</p>



	Students will then revise for a factual recall test on the Tudors.	understanding of the Tudors.			
Why did the King lose his head? <b>4 lessons</b> <b>(NC: the development of Church, state and society in Britain 1509-1745)</b>	Students will learn about the Stuarts and who Charles I was. They will analyse the causes of the Civil War and sort the causes into political, social and economic causes. They will then use their findings to reach a substantiated conclusion on what the most significant cause of the Civil War was. They will then use sources to consider why Charles was executed and whether he deserved it. AO1 – Knowledge and understanding AO2 – Analysis and explanation of cause and consequence AO3 – Students will analyse, interpret and evaluate the utility and reliability of evidence.	Students will analyse the character of Charles I		Monarch Divine Right Royalist Cavalier Roundhead Parliamentarian Power Religion Economic Civil War	Further reading to enrich knowledge on the civil war and create a timeline, followed up with a Google Forms quiz to check understanding.
How far was the world turned upside down? <b>3 lessons</b> <b>(NC: the development of Church, state and society in Britain 1509-1745)</b>	Students will analyse a cartoon to consider the purpose of cartoons. They will then investigate and summarise the aims of different groups and consider how shocking their ideas would have been at the time and today. They will examine the New Model Army and the ways in which the Civil War was fought to consider how shocking it was at the time and how shocking it would be today. Students will then use their knowledge to explain the context and purpose of the cartoon, before creating their own political cartoon. AO1 – Knowledge and understanding AO2 – Analysis and explanation of change and difference AO3 – Sources <i>Careers: Students are introduced to the idea of satire.</i>	Students apply their learning creatively.		Satire roundhead cavalier musket pike civilian Puritans Levellers Quakers Diggers Republic	Students will produce a their own piece of satire to reflect a perspective from the time of a shocking development in the 17 <sup>th</sup> Century
Where will studying History take you? <b>1 lesson</b>	Students will reflect on their learning for the year to consider how their knowledge and skills will be useful in later life. They will match the jobs to the job descriptions and find out about the careers people who have studied history have taken	Developing confidence in their futures.			

**Impact:**

*Students will have investigated the changing balance of power in Britain through the Middle Ages and the era of the Tudors and the Civil War. In doing so they will have developed an understanding of how the world they live in today and the core British values have been shaped by this era, particularly in terms of democracy and religious freedom. They will have a good foundation of knowledge on which to build in Year 8. They will be familiar with important substantive concepts which will help them, not just in*



*history, but in developing their wider cultural capital and they will be better able to develop and substantiate arguments supporting their ideas with evidence. Students will be familiar with sources and interpretations and starting to understand and evaluate their uses and limitations.*

*Careers: They will have identified the sorts of jobs that studying history can prepare you for and they will understand the importance of the transferable skills they use in History.*