

Programme of study for Y7 History

<p>Topic / Big Question: Introduction to History</p> <ul style="list-style-type: none"> What is History? How do historians use evidence to understand the past? How do we make inferences? How do historians form interpretations? <p>Romans, Saxons and Vikings. 55BC-c1100AD</p> <ul style="list-style-type: none"> Early history of Britain – Roman conquest, Boudicca, Anglo-Saxons and Vikings, Emma of Normandy <p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> Sort into chronological order [AO1] Give key features [AO1] Understand the consequences of events [AO1,AO2] Understand the causes of an event [AO1,AO2] 	<p>Topic / Big Question: The Normans 1066 – c.1150</p> <ul style="list-style-type: none"> The succession crisis: contenders to the throne, Battle of Stamford Bridge The Battle of Hastings: the events of the battle; the reasons why William won Norman takeover: feudal system, castles, Domesday Book <p>Peasants & Popes c1100-1485</p> <ul style="list-style-type: none"> The medieval Church: hierarchy of the Church, the power over people's lives Monarch and Parliament: Queen Matilda, King John and the barons, Magna Carta, the origins of parliament <p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> Sort into chronological order [AO1] Give key features [AO1] Understand the consequences of events [AO1,AO2] Understand the causes of an event [AO1,AO2] 	<p>Topic / Big Question: Peasants & Popes c.1100-1485</p> <ul style="list-style-type: none"> The Black Death and the Peasants' Revolt: the impact of the Black Death; the reasons for the Peasant's revolt <p>Church & Change 1485-1603</p> <ul style="list-style-type: none"> Change and Reformation: Renaissance and new ideas; Martin Luther and Protestantism <p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> Make inferences from a source [AO3] Explain the consequences of events [AO1,AO2] Explain the causes of an event [AO1,AO2] Analyse an event [AO1,AO2] 	<p>Topic / Big Question: Church & Change 1485-1603</p> <ul style="list-style-type: none"> Henry VIII and the Break from Rome: seeking the annulment; the Church of England; the dissolution of the monasteries Elizabeth I: how she ruled; foreign threats, early colonies, Spanish Armada <p>Royals and Rebels 1603-1714</p> <ul style="list-style-type: none"> The Gunpowder Plot: Catholic persecution; the plotters and their failed attempt <p>Skills(students should be able to do):</p> <p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> Make inferences from a source [AO3] Explain the consequences of events [AO1,AO2] Explain the causes of an event [AO1,AO2] Analyse an event 	<p>Topic / Big Question: Royals and Rebels 1603-1714</p> <ul style="list-style-type: none"> Charles I and Civil War: conflict between King and Parliament; reasons for the civil war; Civil War events; reasons for Parliament's victory; execution of Charles I The Restoration and after: The Restoration, the Glorious Revolution, changing relationship between monarch and Parliament over time <p>Skills(students should be able to do):</p> <p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> Make inferences from a source [AO3] Explain the consequences of events [AO1,AO2] Explain the causes of an event [AO1,AO2] Analyse an event 	<p>Topic / Big Question: Towns & Technology 1714-1901</p> <ul style="list-style-type: none"> Changing society: how society transformed from a rural to an urban society; the impact of this, living conditions and public health Peterloo: reasons for the gathering, how Britain was governed, significance of the event Industrialisation: steam power, factories; how this changed Britain's place in the world <p>Skills(students should be able to do):</p> <ul style="list-style-type: none"> Give key features [AO1] Make inferences from a source [AO3] Analyse an event Explain the causes of an event [AO1,AO2]
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AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 Explain and analyse historical events and periods studied using second order historical concepts.

AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

THEMES: The following three themes will be specifically highlighted throughout the Key Stage 3 History curriculum:

1. **Power and parliament** – the development of royal power, in conjunction with the power of the church, and the rising power of parliament
2. **Trade and empire** – the development of trade as a major driver for change, and the establishment and history of empire
3. **Changing society and migration** – the development of society through time up to the modern day, including the history and significance of migration

End of term 1 assessment to cover: Topics from first half term. 1. Describe two features of ... (4) x2 2. Explain two consequences of ... (8) 3. Explain why ... (12)	End of term 2 assessment to cover: 1. Give two things you can infer from Source A about ... (4) 2. Explain two consequences of ... (8) 3. Write a narrative account analysing ... (8)	End of year assessment to cover: 1. Describe two features of ... (4) 2. Give two things you can infer from Source A about ... (4) 3. Write a narrative account analysing ... (8) 4. Explain why (12)
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Building understanding: Rationale / breakdown for your sequence of lessons: Students start by Learning what skills are used in History and that nature of the subject.	Building understanding: Rationale / breakdown for your sequence of lessons: Students study a key moment in England's history, the Norman Conquest. The theme of power – royal and noble power is introduced.	Building understanding: Rationale / breakdown for your sequence of lessons: Students examine key moments in the development of England – the relationship between royal power and Church power is explored, and the role of Parliament developed.	Building understanding: Rationale / breakdown for your sequence of lessons: Students examine key moments in the development of England – the relationship between royal power and Church power is explored, and the role of Parliament developed.	Building understanding: Rationale / breakdown for your sequence of lessons: Students examine key moments in the development of England – the challenges to royal power by Catholics, Puritans and Parliament.	Building understanding: Rationale / breakdown for your sequence of lessons: Students examine key moments in the development of Britain – the huge changes in society, the push for reform to Parliament, and the way industrialisation transformed Britain.
Home – Learning: Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks	Home – Learning: Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks	Home – Learning: Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks	Home – Learning: Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks	Home – Learning: Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks	Home – Learning: Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks
Reading / literacy: Textbook, handouts, PPT, weblinks, modelling and model answers	Reading / literacy: Textbook, handouts, PPT, weblinks, modelling and model answers	Reading / literacy: Textbook, handouts, PPT, weblinks, modelling and model answers	Reading / literacy: Textbook, handouts, PPT, weblinks, modelling and model answers	Reading / literacy: Textbook, handouts, PPT, weblinks, modelling and model answers	Reading / literacy: Textbook, handouts, PPT, weblinks, modelling and model answers
Numeracy: Chronology, years, centuries	Numeracy: Chronology	Numeracy: Chronology	Numeracy: Chronology	Numeracy: Chronology	Numeracy: Chronology

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):