



The High School
Leckhampton

Year 7 HISTORY



Topic Titles

Introduction to History

1066 and the Norman Conquest

Power and control in Medieval England

Medieval life for ordinary people

The Tudors: 1485-1603

The Age of Exploration

Intent

Our curriculum is *broad, diverse and inclusive*. It allows our students to gain a sense of their own national and cultural identity through developing a thorough understanding of key events in the history of Britain and how they relate to global events. Through studying key events between 1066 and 1603 they will begin to develop the key skills of the historian, using evidence critically and understanding history as a constructed narrative that varies depending on time, place and perspective.

Links with other subjects

The first assessment of the year requires pupils to write to a well-known historian, thus practicing their letter-writing skills. There are links with RE when studying the medieval Church. There are links with PSHE when focusing on medieval women and the experience of minority groups. Geographical knowledge underpins understanding across the curriculum, especially when completing the 'Meanwhile, elsewhere' homework tasks.

How will knowledge and skills be taught?

The curriculum is framed around enquiry questions. We approach each topic by breaking it down into smaller enquiries that link to three themes: power, beliefs and ordinary people. Through tackling these enquiry questions pupils will practice the skills of explanation, questioning interpretations, critical analysis and justifying opinions. These are transferrable and pupils will become questioning, curious citizens who are able to handle information in a balanced, critical way.

How can parents help?

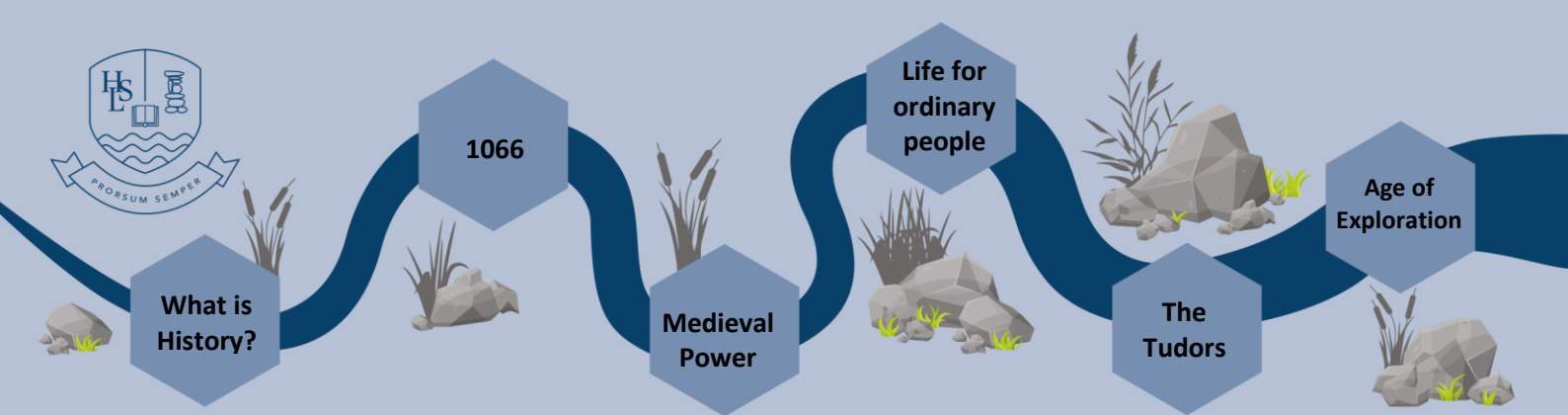
Parents can help by encouraging students to:

- remain up to date with homework and consolidation tasks
- ask for the term's 'Reach' reading article
- talk about what they are learning and ask questions, demonstrating curiosity
- look at how they can enhance their understanding by going on a family outing to a historic site – for example a local church, Hailes Abbey or Gloucester city centre to visit the area previously known as the Jewry

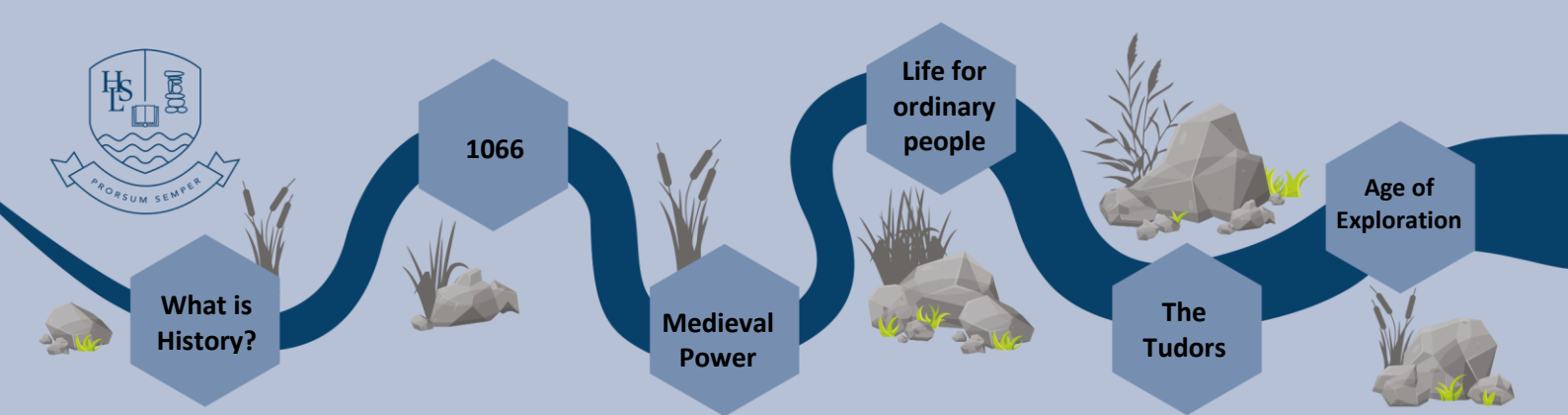
Recommended Reading and Preparation for Learning

Pupils will have access to additional reading and online resources throughout the year, including the Bayeux Tapestry online, articles from BBC History magazine and extracts from key texts written by historians who are experts in their field. Students can access all of these resources via the VLE, on the History pages.

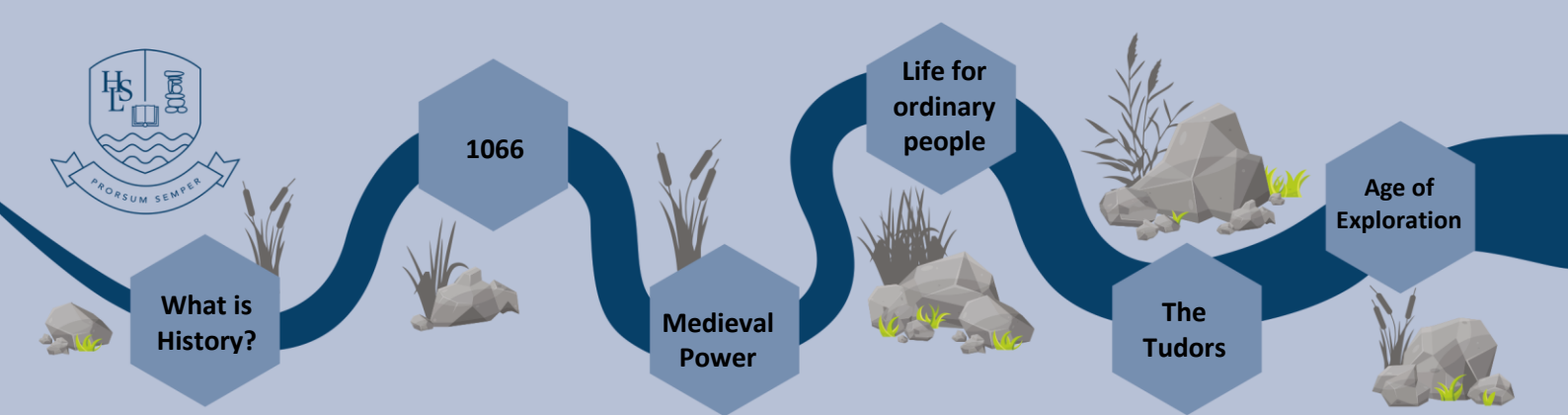
These resources will be added to throughout the year to ensure students have access to the most up to date historical thinking and stay abreast of new discoveries and events.



Subject: History		Year Group: 7		Module: 1	
Module/Theme: What is History? An Introduction					
Topic Outline & Aims (Intent) Students will be introduced to the key terminology and skills required to study history, and to the key concepts: cause and consequence; change and continuity; similarity and difference; sources and interpretations; and significance. Students will also complete a baseline test to provide a benchmark against which to judge their progress through key stage 3.					
Key Skills and Knowledge taught through this topic: (Intent) Students will learn what the study of history is. They will learn key terms to talk about time, about how historians find out about the past, how they use evidence and start to consider why there are different interpretations of the past.					
Prior Learning: (Context) KS2: This module will consolidate previous learning and provide a context for knowledge within the KS3 curriculum		Future Learning: (Context) KS3: Foundation for all future modules KS4: Foundation for all future modules		National Curriculum Links: (Context) This module is essential to provide a foundation for all future modules	
RRSA Links: N/A			Assessment of Learning: (Impact) SUMMATIVE: Baseline test; a 10-question key vocabulary test FORMATIVE: peer and self-assessment; teacher marking of key activities in preparation for baseline test INFORMAL: low-stakes quizzes, questioning, show-me boards, VLE self-marking quizzes		
British Values Links: N/A					
Eco Schools Links: N/A					
Reading / Enrichment: Various articles from BBC History magazine, available on the VLE or via the 'Reach' folders in History classrooms. History department recommended reading in the Learning Resource Centre.		Key Vocabulary: (Literacy) <ul style="list-style-type: none"> • chronology • CE • BCE • century • millennium • decade • artefact • primary source • secondary source • interpretation 		Numeracy Opportunities: <ul style="list-style-type: none"> • ordering of dates and showing understanding of chronological order 	
				Career Links: Historian Documentary maker Political commentator Archaeologist Museum curator Teacher/lecturer Archivist Journalist Heritage manager Researcher	



Subject: History		Year Group: 7		Module: 2	
Module/Theme: 1066 and the Norman Conquest					
Topic Outline & Aims (Intent) Students will recap any previous knowledge about the succession crisis in 1066 and then move on to study the events of 1066, specifically the contenders for the throne, the Battle of Hastings and William's actions after the battle. Activities will include considering why William won at Hastings, and an extended activity focusing on the consequences of the Conquest for the English people.					
Key Skills and Knowledge taught through this topic: (Intent) The key concept is cause and consequence and students will learn how to write a PEEL (Point, Evidence, Explanation, Link) argumentative paragraph. We return to the skill of explaining ideas several times during the unit, to ensure students have the opportunity for deliberate practice of this skill.					
Prior Learning: (Context) KS2: Life in Anglo-Saxon England and possibly key events of 1066		Future Learning: (Context) KS3: Politics and power, absolute monarchy and the English Civil War KS4: links to GCSE Paper 2 topic: Migration, empires and the people		National Curriculum Links: (Context) This module links to the National Curriculum strand <i>The development of Church, state and society 1066-1509</i> .	
RRSA Links: N/A			Assessment of Learning: (Impact) SUMMATIVE: Knowledge recall questions and extended response to write a 'PEEL' paragraph agreeing or disagreeing with an historian's interpretation FORMATIVE: key vocabulary recall test; practice task focusing on PEEL paragraph writing skills INFORMAL: low-stakes quizzes, questioning, show-me boards, VLE self-marking quizzes		
British Values Links: Democracy Individual liberty					
Eco Schools Links: N/A					
Reading / Enrichment: Various articles from BBC History magazine, available on the VLE or via the 'Reach' folders in History classrooms. History department recommended reading in the Learning Resource Centre.		Key Vocabulary: (Literacy) <ul style="list-style-type: none"> • monarchy • succession • heir • Domesday Book • rebellion • feudal system • baron • villein • knight • peasant 		Numeracy Opportunities: N/A	
				Career Links: Historian Documentary maker Political commentator Archaeologist Museum curator Teacher/lecturer Archivist Journalist Heritage manager Researcher	



Subject: History		Year Group: 7		Module: 3			
Module/Theme: Power and control in Medieval England							
Topic Outline & Aims (Intent) Pupils will be able to describe the different groups who held power in England in the Medieval period, with the primary foci being the monarch and the Church. They will explain how those groups held power and who challenged them for power. They will evaluate the challenges to decide how effectively those challenges brought about changes. Pupils will be able to draw comparisons between Medieval society and those who hold power today.							
Key Skills and Knowledge taught through this topic: (Intent) Pupils will learn about the importance of the Catholic Church and the role and influence of religion in this period. They will learn about the power of the monarch and the structure of society at this time. Pupils will study two notable challenges to the power of the monarch – the signing of Magna Carta and the Peasants’ Revolt. The skills focus for this module is change and continuity, although pupils will also practice other historical skills alongside this.							
Prior Learning: (Context) KS2: This module will consolidate previous learning and provide a context for knowledge within the KS3 curriculum.		Future Learning: (Context) KS3: links to Module 7 – The English Civil War, and Module 11 – Revolts and Revolutions KS4: Likely links to GCSE modules once confirmed		National Curriculum Links: (Context) This module links to the NC strand about the development of Church, state and society in Britain 1066 - 1509			
RRSA Links: N/A		Assessment of Learning: (Impact) SUMMATIVE: a 10-question key vocabulary test; a short answer recall test with one extended answer FORMATIVE: peer and self-assessment; teacher marking of key activities in preparation for baseline test INFORMAL: low-stakes quizzes, questioning, show-me boards					
British Values Links: Democracy The rule of law							
Eco Schools Links: N/A							
Reading / Enrichment: Various articles from BBC History magazine, available on the VLE or via the ‘Reach’ folders in History classrooms. History department recommended reading in the Learning Resource Centre.		Key Vocabulary: (Literacy) <ul style="list-style-type: none"> • Catholic • Pope • cathedral • priest • Latin • tithe • parliament • absolute power • Magna Carta • taxes 		Numeracy Opportunities: <ul style="list-style-type: none"> • N/A 		Career Links: Historian Documentary maker Political commentator Archaeologist Museum curator Teacher/lecturer Archivist Journalist Heritage manager Researcher	