

History Year 7 Curriculum:

The KS3 curriculum intent for the teaching of history aspires to achieve the following: to provide our students with a wide-ranging foundation knowledge of British history and aspects of world history, based on the 2014 National Curriculum content, using overview and depth; through this to develop and apply their skills in historical analysis so that they have enquiring minds; also to instil a striving for academic excellence and, finally, to inspire an interest in, and love of the subject.

There are seven main aspects of **History** that will be covered in Year 7:

1. Develop knowledge and understanding of the History of Britain; local history; how Britain has influenced and been influenced by the wider world; and significant aspects of the history of the wider world
2. Develop an understanding of, and an ability to use, abstract terminology such as 'peasantry'
3. Analyse events in terms of concepts such as continuity and change; cause and consequence; similarity and difference; significance; perspectives such as economic, political, local, regional, national and international; and short and long term.
4. Analyse contrasting interpretations of the past in term of how and why they have been constructed.
5. Carry out historically valid enquiries by developing analytical skills in interrogating source material to make inferences, analyse reliability, usefulness and value.
6. Analyse the significance of events: making connections between events, drawing contrasts, and analyse trends within periods and over long arcs of time.
7. Developing skills in extended writing by producing relevant, structured and evidentially supported work by increasingly use key words and phrases, criteria and key terms to make an argument.

Autumn Term:

1. **What is History?** Including concepts such as: chronology, anachronism, timeline, era, age, period, centuries, sources, inference and interpretations.
2. **Pre-1066 theme:** How did Britain change under the Celts, Romans, Saxons and Vikings? – an overview. **Including concepts such as:** hillfort, roundhouse, druid, Romanisation, legionary, auxiliary, villa, aqueduct, Mercia, Lindsey, Wessex, Danelaw, Danegeld, burh and earl.
3. **Church, state and society in Medieval Britain 1066-1509: How did the Norman Conquest change Britain?** Saxon England before the Conquest; The Battle of Hastings; The Bayeux Tapestry; Feudal System; motte & bailey castles ; square keep castles; Saxon rebellions & repression; The Harrying of the North; the Domesday Book; impact on language, law, the Church, warfare & impact on daily life.
Concepts such as: thegn, fyrd,housecarl, knight, feudalism, hierarchy, villein, serf, freeman, vassal, lord, baron, trial by ordeal, trial by battle, change & continuity, social, economic, political and cultural.

Spring Term:

- Church, state and society in Medieval Britain 1066-1509: Did medieval peasants live miserable lives?**
Evidence of peasant life; the impact of the Black Death; the Peasants' Revolt; growth of towns
Concepts such as: peasantry, serf, villein, labour services, freeman, manor, yeoman, open-field system, enclosure, poll tax, change & continuity, social, economic, political, cultural.
- How did medieval monarchs keep control?**
Monarchs overview; case studies such as Stephen and the Anarchy; Henry II & Becket;
Concepts such as: monarchy, primogeniture, chivalry, courtly love, anarchy trial by jury, common law, sanctuary,

Summer Term:

- Church, state and society in Medieval Britain 1066-1509: Links with the wider world:** the crusades; the Hundred Years' War, King John and Magna Carta; the rise of Parliament.
- How united was Britain?** Edward I & the conquest of Wales; Edward's failed conquest of Scotland; Ireland.
Concepts such as: charter, parliament, House of Lords, House of Commons, yeoman.
- How did the English gain more freedom during the Middle Ages?** Making connections between the topics studied.
- Why was the Medieval Church so important?** Beliefs, organisation, power, roles undertaken, monasteries.
Concepts such as: crusade, Purgatory, sacraments, acts of mercy, tithe, holy days, pilgrimage, chantries, the Mass, monastery, heretic, relics, indulgences.

Key objectives:

Whilst the factual content for History varies from term to term the following skills are being developed on an ongoing basis throughout the year:

1. **Knowledge and understanding:** with guidance, they demonstrate a growing historical knowledge & understanding of periods in the past that refer to a number of events, dates and technical terms. They produce organised and linked paragraphs of developed explanation on a variety of topics.
2. **Understand and deploy an increasing range of abstract concepts,** including causal, military and societal terms.
3. **Analytical writing:** with guidance they are producing paragraphs explaining periods of History in a variety of ways such as significance, causes & consequences, continuity & change, similarity & difference; and perspectives such as economic and political, local, regional, national and international, and short and long term.
4. **Interpretations:** with guidance, they produce paragraphs of analysis about contrasting interpretations of the past, explaining how and why they have been constructed.
5. **Analysis of source evidence:** with guidance, they are able to make a range of inferences or cross-references from several types of sources that are linked to an enquiry & also make some valid judgements about the reliability or usefulness of the sources for an enquiry.
6. **Analyse the significance of events:** with guidance, they produce several linked paragraphs that analyse the significance of events, for example by making a number of connections between events, drawing contrasts, and beginning to analyse trends within periods and over long arcs of time.
7. **Developing skills in extended writing,** with guidance they produce increasingly relevant, structured and evidentially supported work that makes use of key terms & concepts, deploys some criteria to make judgements, and makes links and comparisons between factors to develop an argument. With support, they are beginning to make valid judgements in their conclusions.

Key Performance Standards

1. **Knowledge and understanding:** with guidance, they demonstrate a growing historical knowledge & understanding of periods in the past that refer to a number of events, dates and technical terms. They produce organised and linked paragraphs of developed explanation on a variety of topics.
2. **Understand and deploy an increasing range of abstract concepts,** including causal, military and societal terms.
3. **Analytical writing:** with guidance they are producing paragraphs explaining periods of History in a variety of ways such as significance, causes & consequences, continuity & change, similarity & difference; and perspectives such as economic and political, local, regional, national and international, and short and long term.
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