

YEAR 7 History CURRICULUM PROGRESSION OVERVIEW

Our intent for the year 7 curriculum is multifaceted, primarily we intend to strengthen students understanding of chronology and how it relates to the foundations of modern Britain. Students need to begin with a basics of 'what is history and how to we know about what happened in History' as many arrive without this. We focus on developing their understanding of this concept throughout the year, as we then begin to unpack the Norman conquest and its consequences Britain. We also intend to embed a firm understanding of source analysis, this is a cornerstone of History as a discipline and determines a student's ability to access the History curriculum. We feel that this is also vital in enable them to think critically about information they come across throughout their lives, which is fundamental for students growing up in an era of social media, instant sharing of ideas and information, fake news and the accessibility of controversial view points, as it equips them to think critically when they encounter these.

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Topic	BRITAIN PRE-1066 (10 Lessons)	NORMAN CONQUEST (7 lessons)	NORMAN CONTROL (10 Lessons)	MEDIEVAL (13 lessons)	TUDORS (5 weeks)
Crucial Knowledge/ ENQUIRY	How do we know what happened in history? (10 lessons)	What are the key people, events and themes of 1066 – 1509? (3 lesson)	How far did England change under the Normans? (5 Lessons)	How have interpretations of King John changed over time? (6 lessons)	What are the key people events and themes of 1509-1745? (1 lesson)
COMPONENT KNOWLEDGE	E.g. Students are able tell us that there are different sources and interpretations that historians use to learn about the past. E.g. Diaries,	Students will be able to identify at least one example of what life was like in medieval times or a key event e.g. Black Death Why did William win the Battle of Hastings? (3 lessons)	Students can give examples of ways in which William changed England? E.g. motte and bailey castles and the feudal system How different would life be in Skelton compared to York in	Understand what people felt a good Medieval King should be like; analyse sources to find out about a person; Consider different interpretations and how and why they develop; Be able to	Students will be able to identify at least one example of what life was like in Tudors times or a key event e.g. Henry's wives How much did religion change under the Tudors? (8 lessons) Students can give examples of ways that at least two monarchs changed religion

	<p>Newspapers, History books etc.</p> <p>Students understand why it is difficult for historians to know exactly what happened in the past. E.g. unreliable sources and objects decomposing.</p>	<p>Including the importance of Stamford Bridge, luck and tactics</p> <p>How do historians use the Bayeux Tapestry to find out about the past? (1 lesson)</p> <p>Students should be able to give some examples of things on the Bayeux tapestry e.g. Battle of Hastings</p>	<p>Medieval Times? (5 Lessons)</p> <p>Students are able to explain some of the ways in which life differed for people living in medieval towns/villages e.g. two story vs cottages and the jobs that people did</p>	<p>develop and argument and draw conclusions</p> <p>What difference did the Black Death make? (4 lessons)</p> <p>Students understand what people believed caused the Black Death as well as the symptoms, treatments used, as well as some ways in which people responded to it and the consequences.</p> <p>Students can explain what the Peasants Revolt was.</p> <p>How successful were medieval monarchs? (1 lesson)</p> <p>Students can compare King John to other medieval kings.</p> <p>What difference did medieval wars make?</p> <p>Students can identify some examples of</p>	<p>How accurate are sources about what Elizabeth I was really like? (3 lessons)</p> <p>Student can give an example of something that Elizabeth used her portraits to tell people about herself</p>
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<p>Why this learning now?</p>	<ul style="list-style-type: none"> • Broadly chronological framework • This unit builds on students Primary learning and forms an effective 'bridge' between their primary and secondary History learning 	<ul style="list-style-type: none"> • Broadly chronological framework • This topic provides students with an opportunity to develop their analytical and evaluative skills 	<ul style="list-style-type: none"> • Broadly chronological framework • This topic introduces the Historical concepts of change and continuity whilst building on their prior learning of the Norman Conquest 	<ul style="list-style-type: none"> • Broadly chronological framework • By this point students now have the necessary mental models to begin to consider deeper issues such as disparities in Norman society e.g. Rich/Poor, Villages/Towns and pre/post-Black Death 	<ul style="list-style-type: none"> • Broadly chronological framework • Students are provided with an opportunity to recall their understanding of key concepts throughout the year, with a particular focus on change and continuity

Assessment Opportunities:	Formative – extended writing at the end of each unit. Summative - Assessment at the end of the unit (covers multiple choice and short answer questions to test knowledge and vocabulary) as well as extended writing to assess understanding of (a) Explanation - causation, (b) How interpretations differ, (c) Why interpretations differ and (d) Description.	Formative – extended writing at the end of each unit. Summative - Assessment at the end of the unit (covers multiple choice and short answer questions to test knowledge and vocabulary) as well as extended writing to assess understanding of (a) Explanation – writing a balanced answer about an interpretation, (b) How interpretations differ and (c) Description (including change in 2 different periods).	Formative – extended writing at the end of each unit. Summative -		
Learning at Home	Regular homework opportunities are provided throughout the course of every topic, students are also encouraged to consider how their learning at sites of Historic importance fit with the curriculum				
National Curriculum Links	An aspect of British History that consolidates and extends pupils’ chronological knowledge from before 1066.	Development of Church, State & Society in Medieval Britain, 1066 – 1509 – Part 1. Conquest	Development of Church, State & Society in Medieval Britain, 1066 – 1509 – Part 2. Norman Rule	Development of Church, State & Society in Medieval Britain, 1066 – 1509 – Part 3. Medieval Kings	Development of Church, State & Society in Britain, 1509 – 1745 – Part 1. The Tudors
Key Vocabulary (Etymology words)	History Chronology	Causation Infantry	Domesday Book Feudal System	Peasants Revolt Hierarchy Magna Carta	Reformation Protestant

Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • Diversity – Where England’s population came from • Character e.g. what makes a ‘good’ leader? • Religious tolerance / intolerance & its impact • Power / Democracy / Fairness & Justice • Issues of class conflict • Conflict between church and monarchy
Links to careers and the world of work	<ul style="list-style-type: none"> • Links to careers through skills and content (e.g. Medicine) • Archaeology, Museums, Journalism • Visit from Crusader re-enactor