

KS3 Year 7 Curriculum Overview: History

Term / Length of Unit	Outline	Assessment	Home Learning	Communication skills	Numeracy	End Points
<p align="center">Autumn 1</p>	<p>What is History? Students will learn the key concepts and skills within history that every historian needs to know such as chronology, evidence, significance, interpretations and change and continuity.</p> <p>This unit will focus on the Viking invasion and settlement to Britain.</p> <ul style="list-style-type: none"> - Chronology - Significance - Evidence - Interpretations - Change and Continuity 	<p>Mid-point test looking at the skills students have developed as historians.</p>	<p>Revision for mid-topic test</p> <p>Viking interpretation mask using the traditional or revised interpretations</p>	<p>Guided reading tasks</p> <p>Use of interpretations and contemporary evidence</p> <p>Use of key words and subject specific terminology</p> <p>Developing of PEE(L) writing structure</p>	<p>Chronology based tasks</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations</p> <p>Unit skills focus: describing and explaining</p> <p>Knowledge focus: Viking invasion and settlement to Britain from c.800</p>

<p style="text-align: center;">Autumn 2</p>	<p>How did a Frenchman become king of England? Students will learn the different contenders to the throne of England, the chronology of events leading up to the Battle of Hastings, what makes a successful army and why William won the Battle of Hastings.</p> <ul style="list-style-type: none"> - Who should be king? - The Battle of Stamford Bridge - Who was better prepared? - How did King Harold die? - Why did William win? - Assessment - Assessment Feedback 	<p>'Why did William win the Battle of Hastings?' Student will write an answering considering the three main reasons for William's success- Williams's strengths, Harold's weaknesses and luck. Students will need to make a judgement as to which reason they think is most important and explain why.</p>	<p>Assessment preparation</p>	<p>Guided reading tasks</p> <p>Use of interpretations and contemporary evidence</p> <p>Use of key words and subject specific terminology</p> <p>Extended writing and use of PEE(L) structures</p>	<p>Chronology based tasks</p> <p>Use of primary sources and evidence</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations Unit skills focus: causation Knowledge focus: Understand why there was a succession crisis in 1066. To consider the three main candidates who wanted to become King of England and two key battles which followed; Stamford Bridge and the Battle of Hastings.</p>
<p style="text-align: center;">Spring 1</p>	<p>How did a Frenchman keep control of England? Students will build upon their knowledge of William the Conqueror to learn how he managed to keep control of England through the use of different methods such as the feudal system and the Domesday Book.</p> <ul style="list-style-type: none"> - Feudal System - Domesday Book - Motte and Bailey Castles - Stone Castles - Assessment - Assessment Feedback 	<p>Castles Assessment Students will be expected to create their own castle (either Motte and Bailey or stone) in whatever form they wish. They can draw, use a computer or make their castle. This then needs to be annotated to explain the strengths and weaknesses of the castle and why it was effective.</p>	<p>Castles assessment research and completion – home learning task</p>	<p>Guided reading tasks</p> <p>Use of interpretations and contemporary evidence</p> <p>Use of key words and subject specific terminology</p> <p>Extended writing and use of PEE(L) structure</p>	<p>Chronology based tasks</p> <p>Use of primary sources and evidence e.g. Myton sample of the Domesday book</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations Unit skills focus: change & continuity, causation Knowledge focus: Understand the different ways William the Conqueror kept control of England and how life changed in Britain during this time.</p>

<p>Spring 2</p>	<p>What was life like in medieval times? Students will learn about life in the medieval period from how religion ruled the life of the people (and why it was so important), the differences between life in a village and town as well as two defining moments of the medieval period- the Black Death and the Peasants' Revolt.</p> <ul style="list-style-type: none"> - Religion - Life in a medieval village - Life in a medieval town - The Black Death - Why were the peasants angry? - The Peasants' Revolt 	<p>In class retrieval and quizzes</p>	<p>Students create their own doom paintings to consider importance of religion in medieval period</p>	<p>Guided reading tasks</p> <p>Use of interpretations and contemporary evidence</p> <p>Use of key words and subject specific terminology</p> <p>Extended writing and use of PEE(L) structure</p>	<p>Chronology based tasks</p> <p>Use of primary sources and evidence</p> <p>Graph work- e.g. Population changes after Black Death</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations</p> <p>Unit skills focus: change & continuity, causation</p> <p>Knowledge focus: Understand why religion was so important in the medieval period. Understand why life and disease in medieval England led to the peasants' revolt.</p>
<p>Summer 1</p>	<p>What was the most important quality to be a successful medieval king? Students will learn about some of the different key monarchs in the medieval period considering their successes and failures.</p> <ul style="list-style-type: none"> - Murder of Thomas Becket - Why was Becket murdered? - King John - What was Magna Carta? - Edward I - Henry V - Medieval Queens 	<p>Students will be expected to write an essay on 'What was the most important quality to be a successful medieval king?' They will consider the three main qualities that medieval kings would need- military power, ability to share power and good relations with the church. Then students will need to make a judgement as to which quality they</p>	<p>Mid-point knowledge test and revision</p>	<p>Guided reading tasks</p> <p>Use of interpretations and contemporary evidence</p> <p>Use of key words and subject specific terminology</p> <p>Extended writing and use of PEE(L) structure</p>	<p>Chronology based tasks</p> <p>Use of primary sources and evidence</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations</p> <p>Unit skills focus: change & continuity</p> <p>Knowledge focus: Understand what qualities were important for a medieval king. Gain the historical knowledge of the key monarchs such as King John, King Edward I and</p>

	<ul style="list-style-type: none"> - What was the most important quality to be a successful medieval king? - Assessment - Assessment feedback 	think is most important and explain why.				Henry V. Students will also look at examples of medieval queens such as Eleanor of Aquitane.
Summer 2	<p>Why was Tudor religion like a rollercoaster? Students will learn about the changes in religion during the Tudor period under each monarch. Students will consider the following:</p> <ul style="list-style-type: none"> - Pre-Reformation - Henry VIII - Edward VI - Mary I - How bloody was 'bloody Mary'? - How much had religion changed? - Elizabeth I - Elizabeth's spies - Was Tudor religion like a rollercoaster? - Assessment - Assessment feedback 	Students will be designing an A3 rollercoaster diagram for the start of an exhibition, at Hampton Court Palace to celebrate 500 years. It will explain the religious changes that occurred during the Tudor era.	Mid topic knowledge test revision	<p>Guided reading tasks</p> <p>Use of interpretations and contemporary evidence</p> <p>Use of key words and subject specific terminology</p> <p>Extended writing and use of PEE(L) structure</p>	<p>Chronology based tasks</p> <p>Use of primary sources and evidence</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations</p> <p>Unit skills focus: Change and continuity, significance</p> <p>Knowledge focus: Understand how and why religion changed during the Tudor period. Gain an understanding of the chronology of the Tudor monarchs and the actions they took.</p>