



Curriculum Overview

Subject: History

Year: 7

Rationale:

- to introduce history as a discrete academic subject
- to demonstrate the relevance and importance of the subject – both in terms of skills, but also as essential to developing an understanding of the nature of society, how society changes, and most importantly students' role as members of a changing society
- to embed an understanding of key historical concepts and how we study the past – to be revisited in every year with increasing challenge
- to apply the above to the study of Medieval History – a key period in the development of England: politically, socially and economically

Units of Work

1	Introduction to History
2	Why did William become king in 1066?
3	What problems faced medieval Kings? (depth Study on King John)
4	Were the Peasants Revolting?
5	How did Norman castles develop?
6	Why did Henry VIII Break from Rome? (Link to Y8 studies)

Key Knowledge development:

KS4 topics embedded from outset of KS3, alongside core History skills.

- to introduce history as a discrete subject, many will not have studied it separately at primary
- an understanding of Medieval life – revisited in Y10 Medicine Through Time and Y11 Richard and John
- understanding of changing nature of power and political development

Key Skills development:

KS4 skills embedded from outset of KS3, alongside core History skills.

- Chronology
- Causation
- Consequence
- Skills of source analysis
- How to plan and write effectively
- Extended written explanation
- Extended written analysis
- Introducing the concept of historical interpretations

Assessments

Teachers assess student progress via regular book marking and end-of-unit assessments, offering a range of formative and summative feedback. In addition, students engage with peer- and self-assessment. History assessment questions include:

- How did Tollund Man die?
- Why did William become King in 1066?
- Was John a bad King?
- How far was the Black Death a disaster?

Assessment questions either/or:

12 mark 'explain' GCSE question type

16 mark 'How far' GCSE question type

SMSC/British Values/Careers:

- Nature of society and the individual – rights and responsibilities
- Foundations of modern British society

Literacy/Numeracy:

- Reading and interpreting written sources
- Oracy – E.g. King John speeches and debate
- Extended written assessments

Curriculum enrichment:

- Unit 1 delivered through the medium of local history
- Unit 5 linked to trip to Chepstow Castle

