



Year 7 History

Aims:

- To develop a rich chronological knowledge and understanding of British History on a local and national level so students have a coherent narrative from the Romans to the beginning of the Tudor period. Students will also further their understanding of the wider world and the links between cultural, economic, political, social and religious issues in medieval times.
- To develop a sophisticated conceptual understanding of the subject by thinking about change and continuity; cause and consequence; similarity and difference; significance and different interpretations of the past. Students will use this understanding to draw contrasts, analyse change and trends, frame questions, create and write narratives, summaries and analysis as well as forming their own judgements on the past.
- To improve the students' ability to reflect on their learning and consequently enhance their performance and resilience over time. Additionally, organisation and planning skills will be explicitly referenced and honed throughout the History curriculum. Students will also advance their teamwork skills as well as their confidence in working independently.
- To inspire a love of learning History, a curiosity of the past and a critical mind which helps all students weigh evidence, sift arguments and communicate this effectively through the written and spoken word.

Content:

Year 7 begins with the Image unit which explores who made the biggest contribution to the image of Britain between 43AD and 1066 – the Romans, the Anglo Saxons or the Vikings and helps answer the driving question: 'who creates my image?'. This unit actively encourages students to reflect on their learning and become more resilient. Students then proceed to learn about medieval kingship in the World at Risk unit between 1066 and 1485 questioning if medieval kings really were mad, bad and dangerous. This project actively encourages students to become more effective self-managers and helps to answer the driving question: 'what are the challenges facing our world?' In the final term, students learn about the everyday lives of medieval people from 1066 to 1485 and if it's worth celebrating. This project aims to improve team working and communication skills and answering the driving question: 'when do we celebrate?'

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	The Roman Empire and its downfall, Roman Britain including how it was conquered and how the Romans established control. The Anglo-Saxons are studied in regards to their way of life, legacy and the role played by Alfred the Great and his descendants in establishing England in the Anglo-Saxon Golden Age. The Vikings are also investigated during this term. Students will develop the reflection and resilience skills during this unit and the ability to marshal evidence to form a substantiated judgement.	Chronology baseline assessment Extended writing assessment Formal essay assessment 1 Knowledge quizzes
	Term 2	Several medieval kings from William I to Henry V are studied to determine whether these monarchs made a positive or negative contribution to public life.	Formal essay assessment 2 Knowledge quizzes



		Student develop their self-manager skills as well as improving the quality of written communication and ability to contribute orally to lessons.	World history research project
	Term 3	Medieval life including villages, farming, castles, religion, crime & punishment, public health, the Black Death and the Peasants' Revolt. Links in with what was learnt in the previous two to give a richer and deeper understanding of British history. Source skills will also be explored in this term to develop criticality among students. Team player skills are developed in this unit where students practice effective communication with their peers in pairs and larger groups.	Formal source assessment Crusades research project Knowledge quizzes

Assessment:

Students will be assessed near the end of each project with a formal essay/source assessment. There will be opportunities on a week by week basis for students to self and peer assess their own and each other's understanding of key topic areas through regular knowledge quizzes. There are also two research projects that will also be assessed and contribute to the overall BASE(O) grade.

Extended Learning:

Students will be encouraged to research topics studied in class in greater depth to develop a richer understanding of the world around us and how certain issues and concepts are interlinked. There is Crusades project in the final term of Year 7 that helps students understand the wider historical context of the period they study in lessons. The project entails visual elements such as storyboards, spider diagrams and fact-files. Regular, chunked retrieval practice will also be integral part of extended learning.

Connection to the JTFS Approach

Whole School Theme	How does <i>History</i> support this?
STRIPE	The first term encourages students to reflective with their own performance and identify ways of improving to help build resilience. In the second term, students develop self-manager habits by practicing effective study habits and directing their own learning. In the third term, students practice effective communication in lessons to improve their performance as a team player.
STEAM	Roman roads and their engineering techniques are explored along with a focus on the construction of castles and defence systems during the medieval period along with public health.
Literacy	Scan and skim reading are practiced along with exposure to texts that enable students to widen their historical vocabulary. Historical fiction is also available from the LRC to help fire the imagination and satisfy the curiosity of students.
Numeracy	Chronology and timelines are taught explicitly to improve students' understanding of time.
SMSC, British Values and Citizenship	Democracy, rule of law and tolerance of different views are explored through the topics we study throughout the year.