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| **\*Year 7 Curriculum Overview 2023-2024**  **Subject History** | | | | | | |
| **Enquiry Questions**  **Autumn Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT1** |  |  |  |  |  |  |
| **What is History?**  **What can we infer from migrant sources about the history of Britain over a thousand years?** | How do Historians use Evidence to find out about the past?  How do Historians choose what events and people from the past are *significant?*  How do Historians divide time into Eras?  Who has migrated into Britain in the last millennium? | **Concepts**  **Disciplinary Knowledge**  Evidence  Significance  Cause  Consequence  **Concepts**  Changing societies  **Disciplinary Knowledge**  Cause  Consequence  Change  Continuity  Evidence | Substantive and disciplinary knowledge recall at the start of every lesson | * Explicit teaching of key vocabulary * Guided reading * Oracy – discussion/debate * Explicit teaching of key vocabulary * Guided reading * Oracy – discussion/debate | Critical thinking   * Evaluation of different viewpoints * Understanding diversity and migration | MCQ’s  Formative assessment of using Evidence in history |
| **HT2** |  |  |  |  |  |  |
| **How were the Silk Roads the ‘ World’s central nervous system’?** | To understand the impact of the Silk Roads within the Medieval world. | **Concepts**  Changing societies  Economics  Religion  **Disciplinary Knowledge**  Consequences  Evidence  Significance   * What were the Silk Roads? * What was significant about them? * How did war and religion impact them? * Why was Baghdad significant? * What were the consequences of the Silk Roads? | Substantive and disciplinary knowledge recall at the start of every lesson | * Explicit teaching of key vocabulary * Guided reading * Oracy – discussion/debate   . | * Critical thinking * Analysis * Evaluation * Team work | MCQ’s; Summative Assessment of substantive and disciplinary knowledge learnt in Term 1 |
| **Year 7 Curriculum Overview [2021-2022]**  **Subject History** | | | | | | |
| **Spring**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT3** |  |  |  |  |  |  |
| **Did the Normans bring a truck load of trouble?** | To understand the impact of the Norman Invasion on Britain | **Concepts**  Changing societies  Invasion and Conflict  Religion  **Disciplinary Knowledge**  Consequences  Evidence  Significance  Change and Continuity   * The Battle of Hastings; Evidence: The Bayeux Tapestry * Problems for the Normans * Solutions: Castles; Domesday Book; Feudal System; Deterents * Changes to language; laws and customs | Substantive and disciplinary knowledge recall at the start of every lesson | * Explicit teaching of key vocabulary * Guided reading * Oracy – discussion/debate | * Critical thinking * Analysis * Evaluation * Team work | MCQ’s  Formative Assessment – extended writing |
| **What did people have to complain/protest about in Medieval times?** | Understanding the consequences of the Black Death and the causes of the Peasants Revolt. | **Concepts**  Power and Rights  Changing societies  Economics  Religion  Superstition, Science and technology  **Disciplinary Knowledge**  Consequences  Evidence  Significance  Change and Continuity   * What caused the Black Death? * How did it spread? * How did people respond? * Who healed the sick? * What did the black death change? * Why were people so angry in 1381? * What were the consequences of the Peasant’s Revolt? | Substantive and disciplinary knowledge recall at the start of every lesson | * Explicit teaching of key vocabulary * Guided reading * Oracy – discussion/debate | * Critical thinking * Analysis * Evaluation * Team work |  |
| **HT4** |  |  |  |  |  |  |
| **How religious were people in the Middle Ages?**  **Who had the most power- Church or State?** | Understanding of the key role religion played in Medieval Society and the conflict that grew between Church and State | **Concepts**  Religion  Power and Rights  Ideologies  **Disciplinary Knowledge**  Cause  Consequence  Evidence  Significance   * The power of the Medieval church – role it played in society, wealth & influence * Why the Medieval Church was so central to lives in the Middle Ages * A power struggle: Thomas Becket and King Henry VII * King John and the Barons * Simon de Montford - Parliament | Substantive and disciplinary knowledge recall at the start of every lesson | * Explicit teaching of key vocabulary * Guided reading * Oracy – discussion/debate | * Critical thinking * Analysis * Evaluation * Team work | MCQ’s  Summative Assessment of substantive and disciplinary knowledge learnt in Term 2 |
| **Why was Jerusalem worth dying for?** | Understanding the key role of Jerusalem and what Crusaders were fighting for | **Concepts**  Invasion and Conflict  Religion  **Disciplinary Knowledge**  Cause  Consequence  Evidence  Significance   * Motives of the Crusaders * Tolerance? * What the Western World gained from the East | Substantive and disciplinary knowledge recall at the start of every lesson | * Explicit teaching of key vocabulary * Guided reading * Oracy – discussion/debate | * Critical thinking * Analysis * Evaluation * Team work |  |
| **Year 7 Curriculum Overview [2021-2022]**  **Subject History** | | | | | | |
| **Summer**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT5 and HT6** |  |  |  |  |  |  |
| **What was the role of women in the Middle Ages?** | To understand what rights and power women had in this era. | **Concepts**  Changing societies  Power and Rights  **Disciplinary Knowledge**  Consequences  Evidence  Significance   * What was the role of women in Medieval times? * How have historians learnt about Medieval women? * Why was Matilda not crowned Queen of England? * Who was Joan of Arc? * Who was Julian of Norwich * What does the life of Eleanor of Aquitaine tell us about who held power in the middle Ages? * What role did Eleanor play in the Crusades? * Evaluation of ‘significant’ Medieval women | Substantive and disciplinary knowledge recall at the start of every lesson | * Explicit teaching of key vocabulary * Guided reading * Oracy – discussion/debate | * Critical thinking * Analysis * Evaluation * Team work | MCQ’s  Formative Assessment – using evidence and extended writing |
| **What was modern about the ‘Early modern period’?** |  | * What was the ‘’Renaissance’? * Connecting the World * What was the Reformation? | Substantive and disciplinary knowledge recall at the start of each lesson | * Explicit teaching of key vocabulary * Guided reading * Oracy – discussion/debate | * Critical thinking * Analysis * Evaluation * Team work | MCQ’s  Summative Assessment of substantive and disciplinary knowledge learnt in Year 7 |