

Intent:

Our students explore a knowledge rich curriculum embedded with sources and interpretations. Students will build an appreciation of culture and traditions and how history has forged the present day. Students will look at the significance of events through time including the Norman conquest of 1066, the landscape of Medieval England, the reign of Henry 8th, the abolishment of the slave trade, the impact of the British Empire on the world. The knowledge rich curriculum helps students become analytical thinkers who have the confidence to question the world around them. Where possible, local History will help them understand their local community. Their History vocabulary will be rich, allowing them to make sense of what they hear, read and encounter in the world. As a result they can stand in any circle with confidence.

Sequencing:

We have ensured that the core skill of writing IDEA paragraphs (Identify, Describe, Explain, Assess) is embedded throughout the year, as this is the most skill for A level History and beyond. We have weaved the interpretation and source skills throughout the year so that we return to the skills regularly in preparation for GCSE and beyond.

Assessments:

At the end of every term there is a formal assessment with three sections. Section A; multiple choice questions to assess knowledge. Section B; source and interpretations questions. Section C; essay style question. These assessments are interleaved and are exam questions from Edexcel GCSE papers.

Term	Enquiry questions/content	Skills students need to master:	Framed task
Autumn 1	<p><u>Did the Norman conquest 'bring a truck load of trouble' to England after 1066?</u></p> <ul style="list-style-type: none"> >Battle of Hastings >Consequences of Rebellions >Buildings and Language >Laws and Society. 	<ul style="list-style-type: none"> -Identifying and describing the rate, nature and extent of changes caused. -describe a historians interpretation of the Norman conquest -Add some brief own knowledge to support the historians interpretation. 	<p>Lesson _</p> <p>Assessment</p>
Autumn 2	<p><u>'The Landscape of Medieval England, a place of fear and decay'?</u></p> <ul style="list-style-type: none"> >Core elements of Medieval village life >Key features of Medieval Towns. >Causes, responses, impact of the Black Death. 	<ul style="list-style-type: none"> -Identifying and describing -Understanding of what a source is (primary v secondary) -Describing a source -Making a simple inference from a source. -A simple IDE paragraph. 	<p>Lesson _</p> <p>Assessment</p>
Spring 1	<p><u>Why did Henry VIII 'Break from Rome' in 1534?</u></p> <ul style="list-style-type: none"> >Differences between Catholics and Protestants >Causes of Reformation (love, money, power) 	<ul style="list-style-type: none"> -Identifying and describing causation. -ranking different causes in order of importance. -describe a historian's interpretation of the most important reason for the break. -Making a simple inference from a source. -Add some own knowledge to support a statement. -2 simple IDE paragraphs. 	<p>Lesson _</p> <p>Assessment</p>
Spring 2	<p><u>Why was the Slave Trade abolished in Britain in 1807?</u></p> <ul style="list-style-type: none"> >Transatlantic Slave trade >Political factors for abolition >Social and cultural factors for abolition >Economic factors for abolition 	<ul style="list-style-type: none"> -Identifying and describing causation. -ranking different causes in order of importance. -simple categorising of causes into factors. -Making a simple inference from a source. -Add some own knowledge to support a statement. -2 simple IDEA paragraphs. 	<p>Lesson _</p> <p>Assessment</p>
Summer 1	<p><u>'Good thing' vs 'Era of Darkness', why has the British Empire been seen so differently?</u></p> <ul style="list-style-type: none"> >Where and what is the British Empire. >How was it portrayed? >Positive consequences of the Empire >Negative consequences of the Empire 	<ul style="list-style-type: none"> -Evaluating consequences. -describe a historian's interpretation -Make a simple inference from a source. -Use some own knowledge to support a historians view and some own knowledge to contradict a historians view. -2 simple IDE paragraphs. 	<p>Lesson _</p> <p>Assessment</p>
Summer 2	<p>Consolidation of learning this year and local unit on the impact of the Empire on London.</p>	<p>EOY exam:</p> <ul style="list-style-type: none"> -MCQ (18 marks) -Source (12 marks) -16 mark essay + 4 SPAG. 	<p>Lesson _</p> <p>EOY exam</p>

We must learn from our past in order to make our future better: Year 7

>Development of Croydon due to immigration and impact.		
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