

YEAR 7 HISTORY CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent:

We aim to fire our pupils' curiosity so that they can ask questions about the world as it was, so that they can explain the world as it is. Understanding is based around a spine of British History. Enquiries are sequenced in a coherent way so students can examine the interconnected nature of Britain's relationship with the wider world to show the diversity of the inhabitants of the past. We aim to show students that history is an interpretation which can be constructed and contested. Therefore, students will not just learn the latter but, also develop their disciplinary knowledge of our unique skills such as causation and interpretation. Thus, the narrative and skill will be sequenced and weaved through our curriculum so that students are able to become 'history citizens,' aware of the emergence of national institutions, problems and values so that they are equipped and can participate in the world around them and move into the careers of their choosing.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/ Enquiry Question.	What has been found and why is it there? Was Bede right about the Anglo Saxon invaders?	Was one kind of England annihilated and another set up?	Big Picture: Middle Ages Why did the people of Guisborough live in such simple housing and build such glorious cathedrals?	Could Medieval Monarchs do whatever they wanted?	What can evidence tell us about ordinary people's lives in the Middle Ages? Did rats or rebels change people's lives the most?	Was there a World Wide web in the Middle Ages? Should the silk road be called the silk road
Core Knowledge/ Threshold Concept	Consolidate threshold concepts of inference, chronology and use of sources. Are aware of the process of an enquiry. They will gain knowledge of Anglo Saxon society whilst testing Bede's positive interpretation of the Anglo Saxons invasion.	Students will build on their understanding of the weakness of Anglo Saxon society to look at the reasons for the Normans successful invasion and the impact of the invasion on English society as a whole and in the north of England. The development of castles and use in Wales.	Students will consider the power of the Catholic church and the influence on ordinary people. This will include exploring the reasons why people in the local are rebuilt a priory and reasons why they went on pilgrimage. Students will also examine the conflicts between State and Church, with particular focus on Beckett and Henry II.	Students will build on their knowledge of the power of the Church and state by examining whether Monarchs in the Middle Ages could act as they wanted or whether there were restraints. Students will particularly focus on Henry II and King John. Students will then use this knowledge to consider whether other rulers in the wider world were more effective.	Students will know the difficulty historians have in collecting evidence. They will use evidence to work out what a life of a peasant was like. Students will also consider the diversity of society in the Middle Ages. Migration to areas and treatment of minorities such as the Jews in York.	Students will consider how the interconnected nature of the world in the Middle Ages. Students will consider the reasons why countries were able to develop Empires and how goods and ideas were traded on the routes.

Why this learning now?	Learning is deliberately sequenced having considered what core knowledge is required to unlock deeper understanding of a topic and the ability to make connections between topics as that when implementing this intent, teachers can effectively and explicitly draw attention to where a historical concept/ key word/ behaviour/ pattern etc. has been seen previously and effectively expose the relationship through effective questioning.					
	Links to the National Curriculum: the study of an aspect or theme in British history that consolidates and extends pupils' Chronological knowledge from before 1066. It reintroduces students to skills such as inference, chronology and use of evidence. It introduces students to the process of historical enquiry.	National Curriculum: the development of Church, state and society in Medieval Britain 1066-1509. Students are able to use prior knowledge of Anglo Saxon society to give reasons why there was a contest for the throne in 1066. They can also consider the impact of the Norman Conquest. This enquiry also enables students to develop their disciplinary knowledge in giving reasons, making inferences and testing interpretations.	Links to the National Curriculum: the development of Church, state and society in Medieval Britain 1066-1509 This enables students to examine the concept of beliefs. A concept which runs through each Key Stage. Students look at in depth the dominance of the Catholic Church and its influence in the Middle Ages. Students are able in future terms in Y8 and at GCSE to have the foundational knowledge.	Links to the National Curriculum: the development of Church, state and society in Medieval Britain 1066-1509 This builds on knowledge acquired in the autumn term. Students are able to build on their knowledge and understanding of the limitations of a ruler's authority. Both in England and the wider world.	Links to the National Curriculum: the development of Church, state and society in Medieval Britain 1066-1509 Students are able to draw on their knowledge through each term to consider the lives of peasants and how they changed as a result of the Black Death and Peasants revolt. The disciplinary skill of significance has been taught previously. Giving students the building blocks to use it.	Links to the National Curriculum: the development of Church, state and society in Medieval Britain 1066-1509 Links to students understanding of England's position pre-Empire and the interconnected nature of Britain and the wider world.
Assessment Opportunities:	Firstly methods of formative assessment will be used in lessons to judge whether students are ready to move on. This could be through recall activities used in all lessons, directed questioning, low-stakes assessments and other AfL strategies. Secondly students will also be assessed through summative assessment to test their knowledge and disciplinary understanding at various points throughout the year.					
Learning at Home	Home learning is set on a two week cycle where students will receive a recall and retrieval quiz set on Educake. Students are given their own unique Educake account and their teacher will set questions for them to attempt. Students can retake the quiz multiple times to improve their score and enhance their learning. Students can also set quizzes themselves to test and improve their all-round knowledge and understanding of historical topics.					
Key Vocabulary	Chronology Inference	Claimant Interpretation Annihilated Rebellion	Monastery Purgatory Crusade	Parliament Baron	Peasant Tolerant	Silk roads Empire Wisdom

Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • Knowledge of, and respect for, different people’s faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain. 					
Links to careers and the world of work	<p>Bench mark 7: Encounters with universities. For example, lectures by Teesside University and Durham and Holocaust Education Trust.</p> <p>Bench mark 4: Linking Learning to careers</p>					