**Subject:** History

# Kay Stage 3 Curriculum Plan

**Year:** 7

## Department Information:

4 lessons a fortnight
Teachers: Mr Furkins (subject leader), Mrs Clark, Mr Burrows, Mrs Thompson, Mr Goodbody, Mr Pinkerton

## Curriculum aims and intent:

The History department is committed to ensuring all pupils make excellent progress in History and develop a passionate understanding of the past. We do this by encouraging curiosity about the breadth and depth of human experience to develop students into global citizens.

Throughout year 7 students gain and develop knowledge on landmark British events such-as the Magna Carta, War of the Roses and the Gunpowder Plot. Year 7 has a particular focus on how the country, power and rights have changed and developed over time. Students are introduced to 6 key historical skills and concepts: continuity and change, cause and consequence, similarity and difference, significance, sources, and interpretations.

## Resources used to support learning:

We use several textbooks that run parallel to our lessons. Invasions, Plague and Murder: England 1066-1500, Renaissance, Revolution and Reformation, Britain 1485-1750 and Revolution, Industry and Empire, Britain 1588-1901.

BBC bitesize KS3 history provides links and extra information for many of our topics studies:

## Home Learning:

Students will be set a homework each week by their class teacher. This will be a combination of research, writing and project-based work.

## Assessment:

Formative: Each lesson provides an opportunity for assessment through live-feedback, questioning and show me boards. Practice of each key skill will be ongoing.

Summative: Each half-term focuses on assessing one of the key skills that make an outstanding historian. These will be used to create the AP1 and AP2 data reports.

## How parents can help their child:

Encourage further reading and research around the topic that students are studying in each half-term.

Documentaries, films and podcasts can be viewed/listened to enabling more knowledge and depth of understanding regarding the topics students are studying in each half-term.

| Term | Summary of work being covered | Knowledge, Understanding and skills assessed | How the work is assessed | Career Links |
|---|---|---|---|---|
| 1 | Norman England<br><br>The end of Anglo-Saxon England and establishment of Norman England. Reasons for the invasion, why did William win, what changes the Norman's brought. | Key Skill 2 - Cause and consequence | Summative assessment: In what ways were Harold's weaknesses and William's strengths important to the outcome of the Battle of Hastings? | Business Manager understands how decisions lead to outcomes, Police Officer investigates causes and consequences of events, and Event Planner considers the impact of decisions on an event. |
| 2 | Medieval England c.1100-1485<br><br>How did England develop during the medieval period? The relationship between crown and church, the changing power of kings, the Black Death. | Key Skills 6: Interpretations of history | Summative assessment: How far do you agree that King John was a bad king? | Journalist examines different viewpoints and accounts, Author creates and explores interpretations of events, and Museum Curator decides how history is presented to others. |
| 3 | The Tudors 1485-1603<br><br>How did England develop during the Tudor period? The reformation and its impact on crown and the people. | Key Skill 4: Similarity and Difference | Summative assessment: How different was religion in England following the reformation? | Doctor compares symptoms and treatments, Travel Writer compares places and cultures, and Fashion Designer identifies similarities and differences in styles. |
| 4 | The Stuarts<br><br>How did England develop during the Stuarts? Bonfire plot, the reasons for Civil War and its impact. | Key Skill 5: Understanding Sources | Summative assessment: How useful is Source A in learning about Oliver Cromwell's rule in England? | Lawyer uses evidence to build arguments, Archaeologist investigates the past using sources and artefacts, and Detective collects and evaluates evidence. |
| 5 | The development of democracy in the UK c.1700-1900<br><br>The beginning of Great Britain. How did rights and democracy develop during the 18th and 19th centuries. | Key Skill 1: Continuity and change | Summative assessment: How much did the 1832 and 1867 Reform Acts change Britain? | Politician understands how societies change over time, Teacher explains change and continuity, and Town Planner studies how communities develop and adapt. |
| 6 | The Industrial Revolution<br><br>What caused the Industrial Revolution and why was it so significant? Looking at changes to society, inventions and legacy. | Key Skill 3: Significance | Student presentation: Which invention during the industrial revolution was most significant? | Engineer creates innovations with lasting impact, Entrepreneur develops ideas that can change society, and Environmental Scientist assesses the long-term impact of developments. |