

Curriculum Rationale and Overview



Subject: History

Year group: Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum context	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Know and understand significant aspects of ancient civilisations and non-European empires (world History). Interconnections with other world developments.	Know and understand the history of Britain as a coherent, chronological narrative. How foreign invasions have shaped and influenced this nation. The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge before, during and after 1066.	Know and understand significant aspects of....		Gain historical perspective by placing their knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history. The development of early exploration, colonisation and beginnings of empire.	Understand the cause, consequences and impact of invasion and colonisation of Britain through a local lens. The development state and society in Ancient Britain. A local history study.
Scheme of Learning Title:	What does an Historian do? How diverse were Ancient Civilisations?	Battle of Hastings E.g., How did the Norman invasion impact England's landscape?	Medieval Life and Monarchs (Church, disease, Black Death - links to medicine at GCSE)	Tudors (Inc Reformation)	Elizabethan Exploration	Romans. St Albans through the ages?
Content <i>What will students know?</i> <i>Titles</i>	Learn the key skills which make a successful historian. How to talk like an historian (oracy skills). Democracy/Military/War/Civilisations/Soci					

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	al, cultural and political differences. Urbanisation/Agriculture					
<i>What will students understand? Second order concepts</i>	Significance Chronology How and why history is interpreted differently.	-	-	-	-	-
<i>What will students be able to do?</i>	Students will be able to analyse the validity of interpretations and come to a clear conclusion. Define and identify anachronisms.					
How will they be formally assessed?	Baseline assessment at the end of the unit. This will assess various aspects of the historical skills taught and a writing task to gauge ability.	Assessment of 10 multiple choice knowledge questions and a choice of enquiry question.	Assessment of 10 multiple choice knowledge questions and a choice of enquiry question.	Assessment of multiple choice questions.	PEEL paragraph on the question 'Why did William win the Battle of Hastings?'	Assessment of 10 multiple choice knowledge questions and a choice of enquiry question.