

KS3 Curriculum Overview: Year 7 History

1.Rationale: to include: The impact of different groups in Britain before 1066 The relationship between Crown and Church from 1120-1559, the relationship between Power and the People from 1066-1830, how War affected the People from 1066-1651, the developments in Health and the effect on the People from 1066-1830				2.A learner in Year 7 will be able to: Engage is critical historical enquiry, question and investigate, source evaluation, historical interpretation, interpret how and why events occur and reach conclusions.	
Term 1: Pre-1066 & Norman Invasion		Term 2: Middle Ages & Tudors		Term 3: Elizabethan England & Stuarts	
1:1: 600BC-50AD	1:2: 1066-1086	2:1: 1086-1485	2:2: 1485-1603	3:1: 1558-1603	3:2: 1603-1700
Term 1 Topic Coverage	1:1: Students will develop their understanding of Roman, Saxon & Viking England <u>Knowledge:</u> Start with 4 lesson historical skills unit and introduction of Learning journey <ul style="list-style-type: none"> Describe Britain pre-1066 Explain the importance of significant civilisations in Britain. Evaluate invader left the most significant mark on Britain. <u>Skills:</u> <ul style="list-style-type: none"> Engage in critical historical enquiry Interpret how and why events occur Evaluate impacts <u>Assessment:</u> <ul style="list-style-type: none"> Knowledge check quiz on unit to include key spellings Single long written answers 	1:2: Students will develop their understanding of the importance of the Norman invasion <u>Knowledge:</u> <ul style="list-style-type: none"> Describe the merits of the three main contenders for the throne Explain the events and impacts of the Battles at Stamford Bridge and Hastings Evaluate the impact of the Norman conquest of Britain <u>Skills:</u> <ul style="list-style-type: none"> engage in critical historical enquiry question and investigate interpret how and why events occur reach conclusions <u>Assessment:</u> <ul style="list-style-type: none"> Knowledge check quiz on unit to include key spellings Single long written answers 	Autumn % Assessment		
	<u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets.	<u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets.	Knowledge coverage: <ul style="list-style-type: none"> ➤ Pre 1066 and Norman invasion of 1066 Skills tested: <ul style="list-style-type: none"> ➤ Source evaluation: How useful is the source ➤ Question ➤ Reach conclusions Assessment style/questions: <ul style="list-style-type: none"> ➤ Describe how castles helped William keep control of England ➤ Knowledge Questions 		
	<u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on pre-1066 learning by individual teachers.	<u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on medieval life by individual teachers.			
Term 2	2:1: Students will develop their understanding of religion & conflict in medieval society	2:2: Students will develop their understanding of the early Tudor reign	Spring % Assessment		

Topic Coverage	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Discover & explain the importance and impact of the Magna Carta Evaluate the impact of the Black Death on British society Make a judgement on the quality of Medieval life <p><u>Skills:</u></p> <ul style="list-style-type: none"> engage is critical historical enquiry Interpret sources using relevant knowledge question and investigate interpret how and why events occur reach conclusions <p><u>Assessment:</u></p> <ul style="list-style-type: none"> Knowledge check quiz on unit to include key spellings Single long written answers Definitions 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Describe the early Tudor Reign to include war of the Roses and Henry VII Evaluate Henry VIII, how should he be remembered? Describe the lives of ordinary people including Black Tudors Explain the beginnings of the slave trade. <p><u>Skills:</u></p> <ul style="list-style-type: none"> engage is critical historical enquiry question and investigate interpret how and why events occur <p><u>Assessment:</u></p> <ul style="list-style-type: none"> Knowledge check quiz on unit to include key spellings Single long written answers Definitions 	<p>Knowledge coverage:</p> <ul style="list-style-type: none"> ➤ Medieval Life ➤ Tudor England <p>Skills tested:</p> <ul style="list-style-type: none"> ➤ Question and investigate ➤ Interpret how and why events occur ➤ Source evaluation <p>Assessment style/questions:</p> <ul style="list-style-type: none"> ➤ Knowledge check quiz on unit to include key spellings ➤ Single long written answers ➤ Definitions
	<p><u>Reading/Literacy/Oracy:</u></p> <p>Allowing students to read in class, as well as reading challenge sheets.</p>	<p><u>Reading/Literacy/Oracy:</u></p> <p>Allowing students to read in class, as well as reading challenge sheets.</p>	
	<p><u>Home Learning:</u></p> <p>Seneca & Educake fortnightly tasks set based on medieval society learning by individual teachers.</p>	<p><u>Home Learning:</u></p> <p>Seneca & Educake fortnightly tasks set based on early Tudors learning by individual teachers.</p>	
Term 3	3:1: Students Will develop their understanding on Elizabethan & Stuart England	3:2: Students will develop their understanding of Early Stuart period and the causes/events/consequences of the Civil War	Summer % Assessment
Topic Coverage	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Early Elizabeth, her character and the problems she faced. Evaluate the importance of Elizabeth's reign on British society. <p><u>Skills:</u></p> <ul style="list-style-type: none"> Interpret & evaluate sources using relevant knowledge engage is critical historical enquiry question and investigate interpret how and why events occur <p><u>Assessment:</u></p> <ul style="list-style-type: none"> Knowledge check quiz on unit to include key spellings Single long written answers 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Describe what 5th November tells us about religious tensions Describe the causes, events & impact of the Civil War <p><u>Skills:</u></p> <ul style="list-style-type: none"> Engage is critical historical enquiry Question and investigate Interpret how and why events occur Reach conclusions <p><u>Assessment:</u></p> <ul style="list-style-type: none"> Knowledge check quiz on unit to include key spellings Single long written answers 	<p>Knowledge coverage:</p> <ul style="list-style-type: none"> ➤ Medical developments across the period ➤ Society and people over the period <p>Skills tested:</p> <ul style="list-style-type: none"> ➤ Question and investigate ➤ Interpret how and why events occur ➤ Source evaluation <p>Assessment style/questions:</p> <ul style="list-style-type: none"> ➤ Describe 2 causes of the Civil War ➤ Knowledge Q's

	<ul style="list-style-type: none"> Definitions 	<ul style="list-style-type: none"> Definitions 	
	<u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets.	<u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets.	
	<u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on Elizabethan England learning by individual teachers.	<u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on Stuart society learning by individual teachers.	