

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	
1:1: 600BC-50AD	1:2: 1066-1086	2:1: 1086-1485	2:2: 1485-1603
		Term 3: Elizabethan England & Stuarts	
		3:1: 1558-1603	3:2: 1603-1700
Term 1	1:1: Students will develop their understanding of Roman, Saxon & Viking England		1:2: Students will develop their understanding of the importance of the Norman invasion
Topic Coverage	<p><u>Knowledge:</u> Start with 4 lesson historical skills unit and introduction of Learning journey</p> <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. <p><u>Skills:</u></p> <ul style="list-style-type: none"> Engage in critical historical enquiry Interpret how and why events occur Evaluate impacts <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 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 <p><u>Skills:</u></p> <ul style="list-style-type: none"> engage in 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
	<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 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
			Autumn % Assessment
			<p>Knowledge coverage:</p> <ul style="list-style-type: none"> Pre 1066 and Norman invasion of 1066 <p>Skills tested:</p> <ul style="list-style-type: none"> Source evaluation: How useful is the source Question Reach conclusions <p>Assessment style/questions:</p> <ul style="list-style-type: none"> Describe how castles helped William keep control of England How useful is the source to a historian studying the Saxons in Britain? Write an account of the Battle of Hastings
			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"> ➤ Mary I deserved the name “Bloody Mary” how far do you agree? (12 marks) ➤ Explain the significance of exploration on Tudor England (8 marks)
	<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 the wider world in 17th Century	Summer % Assessment
Topic Coverage	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Evaluate the importance of Elizabeth’s reign on British society. Describe what 5th November tells us about religious tensions Describe the causes, events & impact of the Civil War Explain why the King was brought back <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>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Explain how women were treated in the 17th century Compare medicine in Medieval England to 17th century England Society in the wider world during the 17th century (Mughal empire) <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 	<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

	<ul style="list-style-type: none"> • Knowledge check quiz on unit to include key spellings • Single long written answers • Definitions 	<ul style="list-style-type: none"> • Single long written answers • Definitions 	<ul style="list-style-type: none"> ➤ Explain the significance of the Norman invasion on Britain ➤ Write an account of the Spanish Armada of 1588.
	<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.	

- Consider justification for sequencing of learning and spacing/interleaving and revisiting knowledge (ABCDEF etc)
- Consider cross-curricular links. MBR will be mapping this.

EIF: Overview of research and key principles - Quality of Education

- *Construct a curriculum that is ambitious for all, coherently planning and sequenced to give learners (particularly the most disadvantaged) the knowledge and skills needed to be successful.*
- *Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.*
- *Assessment is used to help learners embed and use knowledge fluently, check understanding and inform further lesson planning or remediation, without unnecessary burdens for staff or learners.*

Curriculum (i)

- 'Knowledge-engaged' school – knowledge underpins and enables the application of skills and leaders desire that both are intertwined and developed. (pg. 6)

Effective teaching (ii)

Achievement is likely to be maximised when teachers actively present material and structure it by:

- Providing overviews and/or reviews of objectives (pg. 12)
- Outlining the content to be covered and signalling transitions between different parts of lesson (pg. 12)
- Calling attention to main ideas (pg. 12)
- Reviewing main ideas (pg. 12)

Effective teaching through: (Pg. 13)

- **Effective questioning** – teachers provide substantive feedback to pupils, resulting from pupils' questions or answer to teachers' question. Correct answers should be acknowledged positively and appropriately. Partially correct answers should be prompted before moving on. If an answer is wrong it should be pointed out and ascertained how they got it wrong. Teachers should encourage responses from girls and shy pupils who may be less assertive. Teachers should use product (single response) questions and process questions (calling for explanation from pupils). Pupils should be encouraged to ask questions. (pg. 13)
- **Differentiation** – focus group is the best practice, not range of resources or activities re: workload (pg. 14)
- **Routines** - stimulating learning environments, clear goals (so what?) (pg. 15)
- **Modelling** - language and introducing new words in context/WAGOLL (pg. 15)
- **Group activity and pair** – must be structured and prepared. Explicit guidelines must be given and roles should be assigned. (pgs. 13 & 14)

Memory and Learning (iii)

- **Spaced or distributed practice** - where knowledge is rehearsed for short periods over a longer period of time is MORE effective than massed practice when we study more intensively for a shorter period of time. Good practice is to block learning and repeat practice over time as this leads to greater long-term retention. (AAABBBCCC) (pg. 16)
- **Interleaving** - mixes the practice of A, B and C e.g. (ABCABCABC). There is growing evidence that this can improve retention, and research in maths is particularly promising. (pg. 16)

- **Retrieval practice** – involves recalling something you have learned in the past and is far more effective than re-reading because it strengthens memory. IT needs to occur a reasonable time after the topic has been taught and should take the form of testing knowledge either by the teacher or through pupil self-testing and should be checked for accuracy but not necessarily recorded re: workload. (pg. 16)
- **Elaboration** – describing and explaining something learned to others in some detail. Contextualising learning and making connections among ideas and connecting to one's memory and experiences. (pg. 16)
- **Dual coding** – representing information both visually and verbally enhances learning and retrieval from memory. (pg. 16 & 17)
- **Cognitive load theory (CLT)** – presenting learners with information in small chunks and embedding learning/memory before moving on to something else in order to avoid overloading. (schemata) (pg. 17)

Assessment (iv)

Assessment, if appropriately employed has a positive impact on learning and teaching. Pupils must understand the aim of their learning, where they are and how they can achieve the aim. In order for assessment to have a positive impact, two conditions need to be met:

- Pupils are given advice on how to improve (pg. 18) and Pupils act on the advice by using materials provided by the teacher, going to the teacher for help (focus group), or working with other pupils. (pg. 18)
- Use of low stakes testing can contribute to learning in valuable ways. Working to recall knowledge that has previously been learned has a positive mental impact on learners. Learners who do a test shortly after studying material do better on a final test than those that don't – even if no feedback is given.
- Teachers should use assessment to plan/adapt lessons to tackle gaps in knowledge and re-teach where problems persist.
- Assessments at the start of learning is important, to know the level that pupils are starting from.