

## Year 7 History Curriculum Rationale

In Year 7, students will study a range of events and aspects of Medieval and Tudor History following an introductory skills unit. The choice of topics studies requires them to develop critical and logical thinking skills by investigating a range of source materials and interpretations of the past. Emerging from the course of study, students will develop skills in using evidence to support viewpoints, writing for various purposes as well as analytical skills. Students will build on their KS2 studies and more towards developing historical skills.

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
Historical Skills (2 weeks)	<p><b>Key Knowledge:</b> Why is it important to measure time? /How do Second Order Concepts help us understand events in History? / How can sources help us learn about the past?</p> <p><b>Development of skills</b> in chronology / cause and consequence / similarity and difference, change and continuity / significance</p>	<p>Builds on: students' historical knowledge developed at KS2 – understanding of local history topics etc.</p> <p>Leads to: greater use/understanding of historical context / use of chronological terminology / understanding of second order concepts.</p>	<p>Informal – in class low stakes questioning in each lesson.</p> <p><b>Task 1</b> – Forms quiz (multiple choice and short answer)</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Numeracy for understanding timelines, historical data etc.</p> <p>PSHE – considering feelings of others.</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p> <p>Linking – Connection finding</p> <p>Creating – The ability to generate ideas.</p>	<p>Homework is set every two weeks (1 hr).</p> <p>Consolidation of learning:</p> <ul style="list-style-type: none"> <li>Extra reading materials is available via Teams.</li> <li>Consolidation / Revision tasks set near assessment points.</li> </ul>
POWER: Norman Conquest	<p><b>Key Knowledge:</b> Why was William the conqueror successful in his conquest of England? How far did life in England change under Norman Rule? Could English Kings be trusted?</p>	<p>Builds on: students' historical knowledge developed at KS2 – Invasion Year 4.</p> <p>Leads to: supporting skill development in the use of source materials and applying knowledge to analyse and reach judgements</p>	<p>Informal – in class low stakes questioning in each lesson.</p> <p><b>Task 2</b> – Forms quiz (multiple choice and longer answer)</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Numeracy for understanding timelines, historical data etc.</p> <p>PSHE – considering feelings of others.</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p> <p>Linking – Connection finding</p> <p>Intellectual Confidence – articulate personal views based on evidence</p>	<p>Homework is set every two weeks (1 hr).</p> <p>Consolidation of learning:</p> <ul style="list-style-type: none"> <li>Extra reading materials is available via Teams.</li> </ul>

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
	<p><b>Development of skills</b> in using cause and consequence when considering why William was victorious / change and continuity in considering how life changed e.g. introduction of the feudal system/ significance of individuals such as Thomas Becket</p>	<p>on historical interpretations e.g. Historians views.</p> <p>Also, links to Historic Environment study at GCSE and year 8 Revolution enquiry.</p>			Empathy – understanding a range of viewpoints.	Consolidation / Revision tasks set near assessment points.
POWER: Church and State	<p><b>Key Knowledge:</b> Did the church help improve people's lives? How far was life in medieval England difficult?</p> <p><b>Development of skills</b> in using change and continuity when investigating medieval town and village life / significance when considering the impact of religion on people's lives.</p>	<p>Builds on: students' historical knowledge developed at KS2 – Invasion Year 4.</p> <p>Leads to: supporting skill development in the use of source materials and applying knowledge to analyse and reach judgements on historical interpretations e.g. Historians views.</p> <p>Also, links to Year 7 &amp; 9 RS – Religious beliefs, impact of faith.</p>	<p>Informal – in class low stakes questioning in each lesson.</p> <p><b>Task 3</b> – Forms quiz (multiple choice and short answer)</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Numeracy for understanding timelines, historical data etc.</p> <p>PSHE – considering feelings of others.</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p> <p>Linking – Connection finding</p> <p>Intellectual Confidence – articulate personal views based on evidence</p>	<p>Homework is set every two weeks (1 hr).</p> <p>Consolidation of learning:</p> <ul style="list-style-type: none"> <li>Extra reading materials is available via Teams.</li> </ul> <p>Consolidation / Revision tasks set near assessment points.</p>

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POWER: Dynasty	<p><b>Key Knowledge:</b> How far were Tudor monarchs fair and successful leaders? How much did life change in the 1500s?</p> <p><b>Development of skills</b> reaching a sustained judgement as to the effectiveness of monarchs e.g. King John / change and continuity in assessing life by 1500</p>	<p>Builds on: students' historical knowledge developed at KS2 – Tudors Year 2.</p> <p>Leads to: supporting skill development in the use of source materials and applying knowledge to analyse and reach judgements on historical interpretations e.g. Historians views.</p> <p>Also, links to Elizabethan England study at GCSE.</p>	<p>Informal – in class low stakes questioning in each lesson.</p> <p><b>Task 4</b> – Forms quiz (multiple choice and shorter answer)</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Numeracy for understanding timelines, historical data etc.</p> <p>PSHE – considering feelings of others.</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p> <p>Linking – Connection finding</p> <p>Creating – The ability to generate ideas.</p>	<p>Homework is set every two weeks (1 hr).</p> <p>Consolidation of learning:</p> <ul style="list-style-type: none"> <li>Extra reading materials is available via Teams.</li> </ul> <p>Consolidation / Revision tasks set near assessment points.</p>
DIVERSITY	<p><b>Key Knowledge:</b> Could medieval and Tudor women be equal to men? Was Britain a multicultural nation by 1600?</p> <p><b>Development of skills</b> in using critical and logical thinking about diversity and multiculturalism in the past / more</p>	<p>Builds on: students' historical knowledge developed at KS2 – Tudors Year 2.</p> <p>Leads to: supporting skill development in the use of source materials and applying knowledge to analyse and reach judgements on historical</p>	<p>Informal – in class low stakes questioning in each lesson.</p> <p><b>Task 5</b> – Forms quiz (multiple choice and longer answer)</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Numeracy for understanding timelines, historical data etc.</p> <p>PSHE – considering feelings of others.</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p> <p>Linking – Connection finding</p> <p>Intellectual Confidence – articulate personal views based on evidence</p>	<p>Homework is set every two weeks (1 hr).</p> <p>Consolidation of learning:</p> <ul style="list-style-type: none"> <li>Extra reading materials is available via Teams.</li> </ul> <p>Consolidation / Revision tasks set near assessment points.</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	complex application of change and continuity / significance of individuals	<p>interpretations e.g. Historians views.</p> <p>Also, links to Elizabethan England study at GCSE.</p>			Empathy – understanding a range of viewpoints.	