

Subject: HISTORY		Year: 7		Course Outline 2022 - 2023	
Autumn 1 (... Weeks)	Autumn 2 (... Weeks)	Spring 1 (... Weeks)	Spring 2 (... Weeks)	Summer 1 (... Weeks)	Summer 2 (... Weeks)
What are we studying? (Big idea/question(s))					
<p>Year 7 History - POWER & THE PEOPLE: The development of kingship and parliament</p> <p>Focus on who has the power, at what point and how this power imbalance affects rights and treatment.</p> <p>Questions to be considered throughout the different elements of Year 7 History:</p> <p style="padding-left: 40px;">What do we mean by power?</p> <p style="padding-left: 40px;">Who holds the power?</p> <p style="padding-left: 40px;">Which institutions and individuals have power?</p> <p style="padding-left: 40px;">What forms of power are revealed?</p>					
<p>Transition module: What is History? Chronology, types of evidence, categories, sources, anachronism.</p> <p>The Norman Conquest Anglo-Saxon England Claimants to the throne Hardrada invasion Battle of Hastings Outcome of Hastings Harrying of the North Domesday Book Castles</p>		<p>Medieval Life Peasant Life Feudal System Medieval Church Black Death</p>		<p>Wars of the Roses Overview/Kings Princes in the Tower Richard III Henry VII</p>	
<p>The Tudors Henry VIII Break with Rome Dissolution Edward VI Lady Jane Grey Mary I Elizabeth I Spanish Armada Early Empire</p>					
Why are we studying this? (procedural knowledge, purpose or progression)					
<p>The aim of Year 7 History is to provide students with the foundational procedural knowledge they will need to succeed in History. The knowledge they will be accumulating will support learning later in the Key Stage and in Key Stage 4 (primarily by providing contextual knowledge and developing historical skills, especially second-order concepts). The focus on British History allows us to consider British values and where these first came from and supports wider understanding of why Britain is like it is today. Chronologically the time periods studied in this year support the areas of focus in Year 8 and 9. Historical procedural knowledge (source analysis, interpretations, change, continuity etc.) will be developed throughout.</p>					

Allows students to develop basic Historical declarative and procedural knowledge (chronology, comprehension etc.) Develops students' understanding of the Britain of today and the key events of British History.	Develops students' understanding of society and culture today and the way power was held and authority demonstrated. This allows for comparison with later study.	Develops an understanding of the key events that changed Britain in the Medieval period. Particular links to the power of the King.	Develops students' understanding of challenges to authority and the changing institutions of power.	Develops the understanding of change/continuity in terms of chronology and who holds power. Develops knowledge of changing power structures and the influence of foreign powers.	Develops the understanding of change/continuity in terms of chronology and who holds power. Develops knowledge of changing power structures and the influence of foreign powers.
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How will this be assessed?

Frequent use of low stakes testing and knowledge tests. Regular use of all question stems (a variety is encouraged and tracked in the dept AO tracker for KS3) in lessons, to be marked and given feedback on – ideally one question every 3-5 lessons, including the questions required below to allow for moderation (as well as a wide variety of others). Mid- and end of year assessments will be decided within dept but will cover a range of question stems and cover the essential topics of study as identified in the Year 7 specification document.

Chronology tests Baseline Assessment Moderation Question: AO1 – Describe two problems faced by William after the Battle of Hastings.	Christmas Exam – Range of AO types and a knowledge only section. Moderation question: AO3 – How useful is Source A to an historian studying the Black Death?	Moderation Question: AO4 – How does Interpretation A differ from Interpretation B about Richard III?	Moderation Question: AO1 & AO2 - Which of the following reasons was the most important in explaining Henry's Break with Rome: <ul style="list-style-type: none"> • Political • Religious? 	End of Year Exam – Range of AO types and a knowledge only section. Moderation Question: AO1 & 2 – Write an account of the foreign threats to Elizabeth I's reign.
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RWCM	Key terminology work (spelling tests, definitions, vocabulary tasks). Extended writing tasks (and support). Extended reading and associated tasks. Timeline/chronology work. Frequent opportunities to access literacy in all lessons.
Extra-curricular experiences	Normandy trip (Bayeux tapestry, Bayeux Cathedral, D-Day beaches, Norman castles etc.) External speaker about how life changed from Anglo-Saxon England to Norman England Possibility of joint faculty trip with RE and Geography to Bolton Abbey (allows focus on Norman architecture and Dissolution of the

	<p>Monasteries) <i>Not extra-curricular but additional activities – castle building lesson, Wars of the Roses re-enactment, Princes in the Tower CSI: Crawshaw lesson etc.</i></p>
Careers Links	<p>Researchers, Historians, Politicians, Teachers, Detectives, Journalists, Lawyers etc. (frequent references during tasks, e.g. Detectives during Princes in the Tower murder mystery lesson)</p>
Independent Learning	<p>Homework booklet to support transition module. Opportunity for extended homework project during first term (see TT's village project). Regular research homework opportunities. Frequent spelling test homework. Pre-reading opportunities etc.</p>
Essential Equipment	<p>Basic school equipment (Black pen, Green pen, Pencil, Ruler, Rubber)</p>