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| **Year 7 Curriculum Overview 2024/25**  **Subject History** | | | | | | |
| **Enquiry Questions**  **Autumn Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT1** |  |  |  |  |  |  |
| **What is History?**  **What can we infer from migrant sources about the history of Britain over a thousand years?** | How do Historians use Evidence to find out about the past?  How do Historians choose what events and people from the past are *significant?*  How do Historians divide time into Eras?  Who has migrated into Britain in the last millennium? | **Concepts**  Key Individuals  **Disciplinary Knowledge**   * Evidence * Chronology * Significance * What is History? * What is Chronology? * What is significance?   **Concepts**  Changing societies  Diversity  **Disciplinary Knowledge**  Cause  Consequence  Change  Continuity  Evidence   * Migration from 1066-present day | Substantive and disciplinary knowledge recall at the start of every lesson | * Explicit teaching of key vocabulary * Guided reading * Oracy – discussion/debate * Explicit teaching of key vocabulary * Guided reading * Oracy – discussion/debate | * Critical thinking * Selecting evidence * Summarising information * Evaluation of different viewpoints * Understanding diversity and migration | MCQ’s (x2)  Formative assessment of using Evidence in history |
| **HT2** |  |  |  |  |  |  |
| **How were the Silk Roads the ‘ World’s central nervous system’?** | To understand the impact of the Silk Roads within the Medieval world. | **Concepts**  Changing societies  Economics  Religion  War  Empire  **Disciplinary Knowledge**  Consequences  Evidence  Significance  Change and Continuity   * What were the Silk Roads? * What was significant about them? * How did war and religion impact them? * Why was Baghdad significant? * What were the consequences of the Silk Roads? | Substantive and disciplinary knowledge recall at the start of every lesson | * Explicit teaching of key vocabulary * Guided reading * Oracy – discussion/debate   . | * Critical thinking * Analysis * Evaluation * Team work | MCQ’s; (x2)  Summative Assessment of substantive and disciplinary knowledge learnt in Term 1 |
| **Year 7 Curriculum Overview [2021-2022]**  **Subject History** | | | | | | |
| **Spring**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT3** |  |  |  |  |  |  |
| **Did the Normans bring a truck load of trouble?** | To understand the impact of the Norman Invasion on Britain | **Concepts**  Changing societies  Invasion and Conflict  Religion  **Disciplinary Knowledge**  Consequences  Evidence  Significance  Change and Continuity   * Contenders * The Battle of Hastings; * Problems for the Normans * Solutions: Castles; Domesday Book; Feudal System; * Changes to language; laws and customs | Substantive and disciplinary knowledge recall at the start of every lesson | * Explicit teaching of key vocabulary * Guided reading * Oracy – discussion/debate | * Critical thinking * Analysis * Evaluation * Team work | MCQ’s  Formative – extended writing |
| **What did people protest about in Medieval times?** | Understanding the consequences of the Black Death and the causes of the Peasants Revolt. | **Concepts**  Protest  Changing societies  Religion  **Disciplinary Knowledge**  Causes  Consequences  Evidence  Significance  Change and Continuity   * What caused the Black Death? * How did it spread? * How did people respond? * Who healed the sick? * What did the Black Death change? * Why were people so angry in 1381? * What were the consequences of the Peasant’s Revolt? | Substantive and disciplinary knowledge recall at the start of every lesson | * Explicit teaching of key vocabulary * Guided reading * Oracy – discussion/debate | * Critical thinking * Analysis * Evaluation * Team work | MCQ’s (x2) |
| **HT4** |  |  |  |  |  |  |
| **How did Religion cause tension in the Middle Ages?** | Understanding of the key role religion played in Medieval Society and the conflict that grew between Church and State | **Concepts**  Religion  Protest  Government  **Disciplinary Knowledge**  Cause  Consequence  Evidence  Significance   * The power of the Medieval church – role it played in society, wealth & influence * Why the Medieval Church was so central to lives in the Middle Ages * A power struggle: Thomas Becket and King Henry VII | Substantive and disciplinary knowledge recall at the start of every lesson | * Explicit teaching of key vocabulary * Guided reading * Oracy – discussion/debate | * Critical thinking * Analysis * Evaluation * Team work | MCQ’s (x2)  Summative Assessment of substantive and disciplinary knowledge learnt in Terms 1 and 2 |
| **Why was Jerusalem worth dying for?** | Understanding the key role of Jerusalem and what Crusaders were fighting for | **Concepts**  Invasion and Conflict  Religion  Diversity  Changing Societies  **Disciplinary Knowledge**  Cause  Consequence  Evidence  Significance   * Motives of the Crusaders * Why did the first Crusade take place? * Life in the Outremer. * The Third Crusade. * What the Western World gained from the East | Substantive and disciplinary knowledge recall at the start of every lesson | * Explicit teaching of key vocabulary * Guided reading * Oracy – discussion/debate | * Critical thinking * Analysis * Evaluation * Team work |  |
| **Year 7 Curriculum Overview [2021-2022]**  **Subject History** | | | | | | |
| **Summer**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT5** |  |  |  |  |  |  |
| **Why does the Monarch need a government?** | To understand how the Monarch was forced to give some of their power to form a government. | **Concepts:**  Government  Rebellion/Protest  **Disciplinary Knowledge:**  Cause  Consequence  Significance  Evidence;  Change and continuity   * Was John really a bad King? * The First Baron’s War and the Magna Carta * Did Henry III learn from John on how to rule? * How did the Barons reduce Royal power? | Substantive and disciplinary knowledge recall at the start of every lesson | * Explicit teaching of key vocabulary * Guided reading * Oracy – discussion/debate | * Critical thinking * Analysis * Evaluation * Team work | MCQ’s (x2)  Formative Assessment – using evidence and extended writing |
| **Her Story – why should we celebrate women in History?** | To understand what rights and power women hadover the course of time. | **Concepts**  Government  Changing societies  Rebellion/Protest  Equality  **Disciplinary Knowledge**  Consequences  Evidence  Significance   * Cleopatra * Empress Matilda * Eleanor of Aquitaine * Joan of Arc * Sacogawea * Ada Lovelace * Anne Lister * Cixi of China * Katherine Johnson | Substantive and disciplinary knowledge recall at the start of every lesson | * Explicit teaching of key vocabulary * Guided reading * Oracy – discussion/debate | * Critical thinking * Analysis * Evaluation * Team work | MCQ’s (x2)  Summative Assessment on full year |