

Term/Focus	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 2</u>	<u>Summer 2</u>
	<b>Topic: Battle of Hastings and the Norman Conquest</b>	<b>Topic: Kings and Power Struggles</b>	<b>Topic: Life of a Medieval Peasant</b>	<b>Topic: Henry VIII and his Six Wives</b>	<b>Topic: Kings and Power Struggles – again.</b>	<b>Topic: Industrial Revolution – A Local Study</b>
	<b>BRITISH FOCUS</b>	<b>BRITISH FOCUS</b>	<b>BRITISH FOCUS</b>	<b>BRITISH FOCUS</b>	<b>BRITISH FOCUS</b>	<b>BRITISH FOCUS</b>
<p><b>Key knowledge and skills –</b> What core knowledge and key skills will be acquired and developed by students?</p> <p><b>Theme for the year: Key Individuals in British History</b></p> <p>Cultural capital for this year group will be mainly focussed on understanding British history and how Britain became the country that it is today. Looking from 1066 when England was greatly changed by William I and assessing the impact that kings have had on the life of individuals, including key religious changes. Local study of Bridport also provides students of a better understanding of how their town came to be what it is today.</p>	<p>Core Knowledge and topics to cover:</p> <p>3 lessons on historical skills and a baseline.</p> <p>Include: Claimants to the throne Battle of Stamford Bridge Battle of Hastings</p> <p>Key Individual: Harold Godwinson William Duke of Normandy</p> <p>Extending Writing: How far do you agree that the reason William won the Battle of Hastings was luck?</p>	<p>Core Knowledge and topics to cover:</p> <p>Include: Feudal System Castles Monarchy Religion</p> <p>Key Individual: Henry II Thomas Beckett King John King Richard</p> <p>Extended Writing: How useful are sources A and B at showing... What are the key differences?</p>	<p>Core Knowledge and topics to cover:</p> <p>Include: Towns Villages Black Death – must focus on 4 humours and Galen Church</p> <p>Key Individual: The Common Peasant</p> <p>Extended Writing: Write a narrative account that analyses the life of a peasant.</p>	<p>Core Knowledge and topics to cover:</p> <p>Include: Reformation</p> <p>Key Individual: Henry VIII Catherine of Aragon Anne Bolyen Jane Seymour Ann of Cleveves Catherine Howard Catherine Parr</p> <p>Extended Writing: Who is the most significant wife?</p>	<p>Core Knowledge and topics to cover:</p> <p>Include: Gunpowder plot James I Witchcraft</p> <p>Key Individuals: Guy Fawkes James I Matthew Hopkins</p> <p>Extended writing: How far do you agree that the biggest cause of the witch trials was Catholicism?</p>	<p>Core Knowledge and topics to cover:</p> <p>Local focus: Bridport in the Industrial Revolution</p> <p>Key Individual: John Snow Brunel Florence Nightingale</p> <p>Extended project: Presentations on chosen individuals and how significant they are</p>
	<p>Foundation / Developing Describe key events and Explain why William won.</p>	<p>Foundation / Developing Describe sources and explain basic differences. Use NOP effectively.</p>	<p>Foundation / Developing Understand chronology and can describe a peasants life. Make basic comparisons</p>	<p>Foundation / Developing Describes the role of various wives. Make decision in which one is most significant and explain why.</p>	<p>Foundation / Developing Explain what caused the witch trials and make a decision as to which was the biggest cause.</p>	<p>Foundation / Developing Explains the importance of chosen individual in history, with reference to the Industrial Revolution.</p>
	<p>Good / Exceptional Analyse what happened and make a judgement on most important reason why William won.</p>	<p>Good / Exceptional Evaluate utility to make a judgement on how useful. Use NOPICK effectively. Cross reference.</p>	<p>Good / Exceptional Understand chronology and analyse the peasant’s life looking at why it is this way and how it compares to others around.</p>	<p>Good / Exceptional Analyses the various wives and explains their roles and impact. Make a decision on which is most significant through comparison.</p>	<p>Good / Exceptional Analyse various causes and evaluate their importance before reaching a judgement on actual cause.</p>	<p>Good / Exceptional Analyses a range of individuals and evaluate their roles before making a judgement on who is most important in history, with reference to the industrial revolution.</p>

Subject: History

Year 7 Curriculum Map

<p><b>Links to GCSE</b></p>	<p>Base knowledge for Anglo Saxon GCSE topic. Focus on historical skill of cause and consequence. Question style uses wording like GCSE in preparation and to get students used to vocabulary.</p>	<p>Base knowledge for Anglo Saxon GCSE topic. Focus on historical skill of Source Analysis. Question style uses wording like GCSE in preparation and to get students used to vocabulary.</p>	<p>Base Knowledge for Medicine GCSE topic. Focus on historical skill of comparisons. Question style uses wording like GCSE in preparation and to get students used to vocabulary.</p>	<p>Focus on historical skill of significance. Question style uses wording like GCSE in preparation and to get students used to vocabulary.</p>	<p>Focus on historical skill of cause and consequence. Question style uses wording like GCSE in preparation and to get students used to vocabulary.</p>	<p>Base Knowledge for Medicine GCSE topic. Focus on historical skill of significance / importance. Question style uses wording like GCSE in preparation and to get students used to vocabulary.</p>
<p><b>Homework</b> – Knowledge organiser created and on website?</p>	<p>Yes/No</p>	<p>Yes/No</p>	<p>Yes/No</p>	<p>Yes/No</p>	<p>Yes/No</p>	<p>Yes/No</p>
<p><b>Responsive Teaching</b> – how do we assess and feed back to students in this subject (formative and summative)</p>	<ol style="list-style-type: none"> <li>1. Summative – Extended Writing once a half term</li> <li>2. Summative – Recap quizzes / vocab quizzes every two weeks</li> <li>3. Summative – End of unit tests (where suitable)</li> <li>4. Formative - Whole-class feedback</li> <li>5. Formative - Highlighters to indicate areas of strength and areas for development</li> </ol>					
<p><b>Termly assessment content</b> – what content will be covered in your termly assessments (the two-week assessment window)?</p>	<p>Cannot say for sure until calendar has been published and I can see the dates of the assessments. Anticipating that it will be key historical skills and some knowledge on the Battle of Hastings. There will be a mixture of knowledge questions and a piece of extended writing.</p>	<p>Cannot say for sure until calendar has been published and I can see the dates of the assessments. Anticipating that it will be a mixture of Kings and Power Struggles and Life of a peasant. There will be a mixture of knowledge questions and a piece of extended writing. Questions will be written to use the language and vocabulary of GCSE wherever possible.</p>	<p>Cannot say for sure until calendar has been published and I can see the dates of the assessments. Anticipating that it will be a mixture of Henry VIII and Kings and Power Struggles 2. There will be a mixture of knowledge questions and a piece of extended writing. Questions will be written to use the language and vocabulary of GCSE wherever possible.</p>			

