

**Department Information:**

*The History Department aims to ensure that students develop a passion for, and critical understanding of the past. The department has worked hard to ensure that students gain a diverse view of the past as this is crucial to having a well-formed understanding of the present. We are immensely proud of the range of topics and voices that students will get to hear.*

**ACHIEVE in the curriculum:**

*History students can demonstrate versatility in the classroom by engaging in various activities and approaches to learning. For example, by examining original documents, artefacts, and other historical materials to gain first hand insight into historical events, apply concepts from geography, economics, political science, and sociology to enrich their understanding of historical contexts and even participate in debates and discussions to develop and defend historical arguments, enhancing critical thinking and communication skills.*

**Curriculum Aims & Intent:**

*Year 7 History aims to introduce to students the key skills needed to become a successful historian and provides a depth study into medieval life both in England and beyond. The topics help students understand the building blocks that transformed Britain into the country it is today and how events both at home and abroad have affected it.*

**Resources:**

*The curriculum is not based solely on one textbook, however useful resources are:*

*BBC KS3 Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zk26n39>*

*Understanding History- Britain in the wider world, Roman times- Present*

*Invasion, Plague and Murder Britain 1066-1485 (Folens)*

*African Kingdoms: West Africa Depth Study (Oxford Press)*

*Exploring History: Monarchs, Monks and Migrants*

**How we keep parents informed:**

*Year 7 - Progress reports are published 4 times per year, in October, December, April and July, with a face-to-face parents' evening in May.*

**How parents can help their child:**

*We have a super curriculum on SharePoint with a historical fiction reading list, film and documentaries recommendation and podcasts.*

**What we study and when:**

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	What is History?	Students understand the role of a historian and the methods used to investigate the past. This short unit is an opportunity to find out what students know about the subject and give them the tools/vocabulary needed to access the medieval units that follow.	Versatility Ambitious Collaborative	Formative assessment	Careers links for Year 7: <b>Archaeologist</b> Archaeologists study ancient cultures through artefacts, structures, and

	<p><b>What does archaeological evidence reveal about Anglo-Saxon England?</b></p>	<p>Students will also explore the Anglo-Saxon period through looking at archaeological evidence. This will be done by looking at several different archaeological digs: Sutton Hoo, Taplow Barrow and Cookham Abbey. They will analyse the artefacts and be able to explain what the evidence found suggests about how the Anglo-Saxons lived.</p>		<p><b>Formative assessment</b></p>	<p>other physical remains.</p>
2	<p><b>How did the Normans take control of England?</b></p> <p><b>Why was the Medieval Church so important?</b></p>	<p>The Normans topic is a depth study on one key migrant group who changed Britain, the Normans. This topic will be focused on consequences of the invasion. Students will consider how William consolidated his power after 1066.</p> <p>Following on from the depth study on the Norman conquest, this study is a short study focusing in on the role of the Church in the Middle Ages. It will engage with sources and study how the Church was able to influence society. It will draw upon what was discussed in the previous topic around the feudal system as well as compare their powers to the kings.</p>	<p>Versatility Ambitious Collaborative</p>	<p><b>Summative Assessment</b> <b>Point One:</b> 1) 10 Keyword match-up 2) Chronology task 3) Using these sources, explain what England was like in the Anglo-Saxon period. 4) Explain how the Normans gained and retained control of England.</p>	<p><b>Museum Curator</b> Curators manage collections of artefacts, artworks, and other items of historical significance.</p>
3	<p><b>Why are the Silk Roads significant?</b></p>	<p>Students will understand what made the silk roads significant by studying what travelled along it, focusing specifically on the goods traded and the spread of religion. Using Peter Frankopan's interpretations, students will be able to practice analysing interpretations on the Silk Roads.</p>	<p>Versatility Ambitious Collaborative</p>	<p><b>Formative Assessment</b></p>	<p><b>Heritage Manager</b> Heritage managers oversee the conservation of historical sites and promote public</p>

					engagement with history.
4	<b>How far did the Black Death change England?</b>	This sixth unit aims to be depth study focusing on the Black Death and the effects it had on society. This will build upon the students understanding of the medieval world and will focus on one of the key turning points which impacts the rest of the medieval age and the decisions made. The second-order concept will be change and continuity.	Versatility Ambitious Collaborative	<b>Summative Assessment Point Two:</b> 1) 10 Keyword mach-up 2) Chronology task 3) Explain who had power in the medieval period and how this was used.	
5	<b>In what ways did Mansa Musa create a golden age for the Kingdom of Mali?</b>	This seventh unit aims to be depth study focusing on the Kingdom of Mali and Mansa Musa. This will build upon the students understanding of history outside of Europe and connect to their unit on the Silk Roads.	Versatility Ambitious Collaborative	<b>Summative Assessment Point Three:</b> 1) 10 Keyword match-up 2) Chronology task 3) Explain what X thinks about the Medieval Period. 4) Why do some people agree with their view? Why do some people disagree with their view?	<b>Author/writer</b> Authors and writers create historical fiction, non-fiction, and educational materials. Medieval themes and historical events can inspire compelling narratives and educational content.
6	<b>Could Medieval Monarchs really do what they wanted?</b>	This unit aims to be breadth study focusing on what the role of medieval monarch was like and the problems they would face. This will continue from where we left off with William I and expand on some of the problems that future medieval monarchs faced.	Versatility Ambitious Collaborative	<b>Formative assessment</b>	<b>Archivists</b> Preserve and manage historical documents and records. Study of the importance of medieval manuscripts and the techniques used to preserve them.