

## Year 7 Curriculum Implementation Plan History Department

History				
Knowledge and Skills – Students will be taught to...	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to GCSE Content
<ul style="list-style-type: none"> <li>Evaluate the most significant causes of key events and investigate and articulate the most significant consequences</li> <li>Highlight examples of change and continuity across different historical periods, especially with reference to changes in rulers and society. For example the changes brought about after the Battle of Hastings and how society was shaped under the Normans.</li> <li>Develop an understanding of Primary and Secondary Sources and be able to begin to analyse them to form conclusions and opinions</li> <li>Begin to develop effective structures for</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>the department implements the school policy of incorporating reading time into the start of the lesson, this is sometimes subject specific and used as part of the starter activities</li> </ul> <p>Yr 7 homework will mainly take the form of extra reading to introduce, extend or consolidate topics covered in lessons.</p> <p>The use of suitable sources in lessons will stretch and challenge students and will improve reading ability and comprehension</p>	<p>Questioning in lessons</p> <p>Whole class feedback during lessons</p> <p>Low stakes quizzing/low stakes writing , e.g. writing down their interpretations ready for feedback</p> <p>Student debates on causation and consequences, for example ‘Was the Black Death the best thing to ever happen to peasants?’</p> <p>Peer and self- assessment of written work, teacher assessment of classwork and homework</p>	<p>Official summative assessments that fit in with the school calendar for reporting data and data drops</p> <p>These assessments will have a strong focus on exam style questions</p>	<p>The questions set in summative assessments are GCSE style.</p> <p>A range of activities used to develop good written communication skills to prepare students for the high literacy demands of GCSE History</p> <p>Feedback sessions used after assessments to scaffold further development</p>
	<p>Numeracy</p> <ul style="list-style-type: none"> <li>the use of timelines and placing events in the correct chronological order</li> </ul>	<p>Experience of exam style questions with guidance on structure/format</p>		



<p>written answers based around their own knowledge and the use of source material</p> <ul style="list-style-type: none"><li>• Begin to use more complex forms of written communication; for example using second order concepts such as significance, cause, consequence, similarity and difference</li><li>• Begin to develop debating, discussion and listening skills and show empathy with other students and people from the past</li></ul>	<p>Using statistics, such as 40-60% of the population of Europe died during the Black Death or statistics concerning the Domesday Book etc.</p>			
	<p>Oracy The use of key words Discussions/debates in class, like who was the best King? Student led presentations Directed questioning of students with encouragement to give further explanations</p>			