

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
<p>Understand and harness the key historical skills that are needed whilst exploring our chronological curriculum. Pupils study the early years of our timeline, from roughly 500AD-1500AD, whilst using second order concepts to understand and explain key events. In-line with the National Curriculum, we want students to explore the development of the Church, State and Society in Medieval Britain. Examples of this can be seen in our studies of the Norman Conquest, Christendom & Crusades, and the relationship between Church & Crown in lessons on Medieval Society – such as the use of churches in the Norman Conquest, to the murder of Thomas Beckett. Other examples include the emergence of Parliament with key events like the creation of Magna Carta, and changes in the social structure – from Feudalism to the Black Death.</p> <p>Whilst we explore substantive concepts in the form of eras and events, such as the Anglo-Saxon Period (<i>through the</i></p>	<p>History as a discipline, by its nature, is aligned closely with reading, literacy and oracy. Students read extracts regularly in lessons, and whilst this may take different forms, such as via card sorts, spot the mistake, gap fills or match-up activities, literacy and reading is fundamental to our history lessons. Students are always given the opportunity to share ideas in lessons throughout the ‘Know, Do, Review’ cycle – not just as a way to check understanding, but often in specific debating scenarios.</p> <p>For numeracy, the use of timelines and placing events in the correct chronological order are fundamental to our course. The use of statistics as evidence is also encouraged, such as 40-60% of the population of Europe died during the Black Death or statistics concerning the Domesday Book etc.</p> <p>We also encourage the use of historical terms in increasingly sophisticated ways through our teaching, in which we model high level responses.</p>	<p>In order to identify the progress of our students, we use regular targeted questioning in lessons to quickly gauge understanding. Accordingly, whole class feedback during lessons is given and misconceptions are identified and fixed.</p> <p>Our starter activities often take the form of low stakes quizzing/low stakes writing, and often focusses on recalling topics and skills from previous lessons.</p> <p>We also use SMHW as a means of testing knowledge throughout each term. Quizzes are posted online for students to access, and teachers can monitor their scores as the course and weeks progress.</p> <p>Peer and self-assessment of written work can also be completed once per half term, and teacher assessment of classwork and homework is always conducted every 6-8 weeks.</p>	<p>Official summative assessments are conducted every 6-8 weeks that fit in with the school calendar for reporting data and data drops. This aligns with roughly one application test per half term.</p> <p>Whilst these questions used to be based on AQA’s exam questions – a system in which we worked down from GCSE; we have since overhauled our assessments to match more with KS3 skills.</p> <p>For example, whereas we used to expect students in Year 7 to answer a GCSE essay in Term 1, since undertaking additional ‘Literacy in History’ training, we are stripping this back-to-basics and using techniques like: “2-hand essays” – which sees students plan out their essays first using 2 hands (the palm is the point, and the fingers are the evidence), and then we build up to the skills expected in GCSE by Year 10. Hopefully, not only will this support our students in not only learning the skills needed for history, but also mitigate any post-Covid disruption to their literacy learning and historical writing.</p>	<p>The questions which have been redesigned from GCSE to KS3 still assess the same skills, though they are scaffolded in a much neater (and more interactive) way befitting for younger years.</p> <p>Key substantive and procedural skills – not just eras and second order concepts, but keywords like feudalism, warfare and society.</p> <p>As part of our spiral curriculum, some topics are introduced here before we go into greater depth in Year 10/11. Specifically:</p> <p>Term 2B – The Development of Castles (whilst we do not look at castles at GCSE level, the skills used to identify change and continuity here are exactly the same students need to apply in our Historic Environment Case Study as part of the Elizabethan Era part of the GCSE course.)</p> <p>Term 3A – Medieval Society (covers the Black Death and Medieval Healthcare) which reoccurs in Health & the People at GCSE Level.</p>

<p><i>Staffordshire Hoard</i>), the Middle Ages (<i>through the Battle of Hastings</i>), and the early to mid-Medieval Period (<i>through the Norman Conquest, the Development of Castles, and then Medieval Society and Warfare</i>), students are taught to engage with history through disciplinary skills – using procedural concepts like significance, source analysis, interpretations, chronology, change and continuity, cause and consequence etc.</p> <p>Examples include:</p> <p>What can we infer about Anglo-Saxon society from the Staffordshire Hoard?</p> <p>What were the key factors which caused William’s victory during the Battle of Hastings?</p> <p>What was the most significant factor in helping William consolidate control over England during the Norman Conquest?</p> <p>How do castles demonstrate change and continuity over time?</p> <p>How do interpretations of King John differ in Medieval Society?</p> <p>What were the causes and consequences of the Crusades?</p>				
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