History

Year Group 7

|  |  |  |
| --- | --- | --- |
| Number of Hours | Half term | Topic |
| 3 | 1 | Tolland Man – evdience task |
| 7 | 1 | Roman Britain |
| 4 | 2 | Norman Conquest |
| 3 | 2 | Thomas Becket |
| 2 | 2 | John I and Magna Carta |
| 2 | 2 | Edward III |
| 6 | 3 | Black Death/medieval society (church) |
| 2 | 3 | Peasants Revolt |
| 4 | 4 | Wars of Roses – Edward IV, Richard III |
| 12 | 4 | Tudors – Henry VII, Henry VIII, Edward V, Mary I, Elizabeth I |
| 10 | 5 | Stuarts – James I, Charles I, Civil War, Cromwell, Glorious Revolution |
|  | 5 | Additional topic – Witch craze – to tie into Y8 topic on Women’s rights in 19th century |
| \*all timings are approx. Teaching staff are given detailed SOL with breakdown objectives and overarching objectives. As long as these are adhered to then the number of hours given to topics can be interpreted. | \*all timings do not include feedback lessons or key assessment lessons. All planned to be flexible for split classes. Very few teaching staff have sole teaching responsibility of a KS3 group.  |
| Reasons behind order of topics |
| * Chronological understanding
* Understanding or rulers and ruled
* Evidence task is used to assess their skills and reinforce the idea of evidence and explanation before moving on. It forms a baseline assessment
* Tollund man is set in Iron Age Britain. Roman Britain is the next topic as it is chronological development. A bridging lesson will focus on the fall of the Romans to 1066. With the aim of filling in chronological gaps
* The next 5 topics have the overarching theme of “how good were British monarchs?”. It looks at William I to Richard II and regular comparisons are made between the monarchs and how well they controlled England
* Wars of the Roses set the context for the Tudor period and fill the chronological gap. The theme of the Tudor topics is the relationship between the Monarch and their subjects, and the major religious changes taking place
* The Stuarts continues this theme of religious upheaval and allows for chronological development
* Additional rationale:

Y7 start the year with a skills unit to allow for familiarity with key skills needed for lessons in the year. They move on to demonstrate these skills in the Tollund Man investigation. They then move onto Roman Britannia and resistance against Roman rule. Following that, a set of bridging lessons connects Anglo-Saxon rule to Danish rule, followed by the Norman conquest. Following the Norman conquest Y7 go on to study the relationship with rulers and ruled in medieval England focusing on several monarchs. Y7 next focus on the lives of the ruled in medieval England in more focus i.e. those in a town/the impact of the church/and the impact of the Black Death. Moving chronologically pupils revisit the theme of rulers/ruled and those in power/powerless by looking at more monarchs in English history. This begins with the Wars of the Roses and ends with the English Civil War. The focus here is not just on monarchs but the impact of religious and political division over the course of the period in question.Y7 often come to St Anthony’s with few (to no) skills. They have often studied history topics in isolation and have no sense of chronology, narrative, or necessary skills. Roman Britannia comes first as often pupils have some rudimentary understanding of it from Primary School. In addition, it forms the beginning of our chronological narrative across three years, which focuses around key questions (set out in their “Learning Journey”). This theme of rulers and ruled continues into the medieval period and pupils can take their understanding of Empire/colony/colonial relationships from Roman Britannia and apply it to the Norman conquest and after. This should help them make sense of the dynamic between monarchs and their rivals/and their subjects. The focus shifts next to focus on society. At this point, pupils should have a good understanding of the dynamic between those in power and that not in power but a greater focus here is on ordinary people and ordinary lives. This is to avoid a full top down focus and to allow for a focus on social and cultural history to take place. Next, the theme of power/powerless is revisited but this time it has progressed in terms of content and complexity. Additional themes such as religious division and varying political ideas are introduced into the dynamic of ruler and ruled. As pupils have a grounding in this dynamic from earlier topics they should be able to cope with the addition of more complex themes such as religious/political division. |