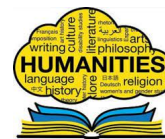


Curriculum Rationale and Overview



Subject: History - 'Conquest, Reform and Expansion'

Year group: Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum context	Methods of Historical Enquiry: To understand the methods of historical enquiry.	Chronological Narrative: To know and understand the history of Britain as a coherent, chronological narrative. How foreign invasions have shaped and influenced this nation.	Abstract Terms: To gain and deploy a historically grounded understanding of abstract terms such as 'feudalism', 'civilisation', 'monarch' and 'peasantry' & 'serf'.	Historical Concepts & Divergent Lives: Analyse continuity and change, cause and consequence, and historical significance <i>E.g., The English Reformation.</i> Understand the existence of diversity in past societies.	To gain historical perspective: Understanding the connections between local, regional, national and international history.	To gain historical perspective: To gain an understanding of the connections between local, regional, national and international history at a <u>local level</u> .
Scheme of Learning Title:	What does an Historian do? How diverse were Ancient Civilisations?	How did the Norman invasion impact England's landscape?	Were medieval peasants powerless slaves?	How far did Tudor society tolerate differences, defiance, and diversity?	Why did Elizabeth I fund pirates?	Local Study (Romans. St Albans through the ages)
Content <i>What will students know?</i>	Learn the key skills which make a successful historian. To understand significant aspects of the history of the wider world: the nature of ancient civilisations &	An event from British History that consolidates and extends students' chronological knowledge before, during and after 1066.	Typical life in medieval towns and villages and how society was organised. The social and economic impact of the feudal system & significant events such as the plague.	Black Tudor History (significant individuals). How the Tudors responded to disability. Tudor rebellions and murderous plots.	Deeper understanding of cultural, economic, military, political, religious and social history. The development of early exploration, colonisation and beginnings of empire.	Understand the cause, consequences and impact of invasion and colonisation of Britain through a local lens.

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	characteristic features of past non-European societies.			Key changes and reforms to the church and state.		
<i>What will students understand? Second order concepts</i>	Chronology Interpretations Using evidence Inquiry Similarities/Difference	Chronology Cause/consequence Change/continuity Interpretations & source analysis	Cause/consequence Significance Change/continuity Source Analysis	Cause/consequence Significance Change/continuity	Similarities/differences Cause/consequence	Cause/Consequence Change/Continuity Short-term & long-term impacts.
<i>What will students be able to do?</i>	Learn how to talk like a historian (oracy skills). Know how to use evidence rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	Compare interpretations and explain how & why interpretations may differ. Students will be able to analyse the validity of interpretations and come to a clear conclusion.	Use gained historical perspective by placing growing knowledge into different contexts.	Assess and evaluate key causes and consequences of Henry VIII's Break with Rome and the Dissolution of the Monasteries. Explain why events are significant (short/long term impacts and how shaped the country).	Explain Britain's relations with foreign countries and the origins of exploration & empire. Categorise events into different types of impacts E.g., political, social.	Make connections between content from lessons and applying it to local site/ case studies.
How will they be formally assessed?	Baseline assessment at the end of the unit. This will assess various aspects of the historical skills taught and a writing task to gauge ability.	Evaluation question: PEEL paragraph on the question 'How did the Norman invasion impact England's landscape?'.	Creative Writing: <i>Write a Diary/Letter from the perspective of a medieval peasant living at the time of the Plague.</i>	Judgement-based question: <i>'How Accepted were black people in Tudor society?'</i>	How far do you agree question: <i>'The Elizabethan era was a golden age. How far do you agree?'</i>	Group Presentation: Verbal and oracy skills.