

Year 7 Curriculum – 2022-23

	Autumn Term		Spring Term		Summer Term		
	1	2	3	4	5	6	
Key Concepts	Cause and consequence		Change and continuity		Interpretations		
Topic	<u>Migration and People, c.1000-present day</u>		<u>The Tudor Dynasty, 1485-1603</u>		<u>Stuart Britain</u>	<u>The 'New World'</u>	
Knowledge and understanding (National Curriculum)	<ul style="list-style-type: none"> The development of society in Britain Ideas, political power and Empire Challenges for Britain in the wider world Chronological knowledge pre-1066 		<ul style="list-style-type: none"> The development of church, state and society in Britain Local history study 		<ul style="list-style-type: none"> The development of church, state and society in Britain 	<ul style="list-style-type: none"> The development of church, state and society in Britain 	
Assessment	QWC- assessment of key terms	Formal written exam questions	Magazine spread	Historic Environment study	Formal written exam questions	Speech	
Why this?	This unit shows how Britain 'became' how we know it today, considering the diverse groups who have moved into and out of Britain and their motivations. This is an introduction into the thematic study students need at GCSE and A Level and provides a wide historical context for studying subsequent topics in greater depth.		The Tudor era was pivotal in British history, making the transition from the dark ages into the Enlightenment. There is also well-documented racial diversity in Tudor England, allowing us to expand the traditional views of the period. This site was significantly affected by the English Reformation and can be used as a resource to show how the Tudor period changed life across England in a variety of ways. Studying a site is an additional skill students will need for GCSE.		This topic shows students how life in England became more fractured as a result of political divisions. Opens discussions about how politics can be a divisive issue.		Exploring the impact Britain had on the wider world is particularly important given current affairs. This topic examines how indigenous peoples in America were affected in the short and long term by British imperialism
Why now?	This follows on well from topics taught at KS2- e.g., pre-1066 Vikings and Romans as well as the prevalence of social history taught in primary.		The Tudor period is studied in primary schools; this topic allows students to examine the dynasty in more detail. Students will already have some knowledge of the	This is an opportunity for cultural capital and a site visit that fits in with the Tudor topic being studied.	Follows on chronologically from the Tudor period and shows how the religious upheaval has a wider impact on the political landscape		Concurrent with the Tudor and Stuart periods but showing the era from a different perspective.

			Tudors and can apply this as a foundation for new knowledge.			
Curriculum links	KS2, KS3 English- <i>Myths and Legends</i>		Migration topic T1, leads into the Stuart topic Tudor topic, GCSE Paper 2, Section B.	Year 8 topic on Power and the People covers this in greater depth in relation to developing parliamentary power. Connections can be made with the French and American Revolutions studied in Y9- moving to republicanism	Elizabeth I exploration, Empire and slavery in Y8, American Revolution in Y9	
Skills & Characteristics	Collaboration Group work and speaking and listening activities Peer assessment Role-plays		Collaboration and communication Debates and article reviews on topics studied. Students will be challenged to make inferences from the text.	Resilience Memory games Writing detailed, extended responses to questions Staying Positive- acting on feedback given.		
Aspirations & Careers	<i>The aim of this topic is to enthuse students to KS3 History. This topic will demonstrate career opportunities when studying history and will detail the benefit for all who participate fully.</i> CDI: 1	<i>Students are encouraged to identify strengths and skills and develop confidence in their written and verbal responses</i> CDI: 1	<i>Students are introduced to the idea of writing CVs when studying the Wars of the Roses. They explore what a CV is and how to write one.</i> CDI: 16	<i>Students to gain a better understanding of their strengths, achievements and areas of improvement through summative and formative assessments</i> CDI: 3	<i>The aim is for students to gain a better understanding of some of the qualities, attitudes and skills needed to be successful in leadership when studying key individuals such as Charles I and Cromwell</i> CDI: 1, 3	<i>Students to receive appropriate advice and guidance on how best to prepare for the next stage at KS3</i> CDI: 4
Yearly End Points	Basic: Students will be able to recall facts about key events, individuals and/or periods. Students will be able to define 'chronology'. Students will be able to select relevant knowledge		Clear: Students will be able to recall detailed facts about key events, individuals and periods. Students will be able to sequence events in chronological order.	Detailed: Students will be able to recall specific and precise facts about key events, individuals and periods. Students will begin to make links between events in different periods.		

	<p>relating to second-order historical concepts. Students will study primary sources to gather evidence connected to the topics. Students will recognise that people have created differing interpretations about historical events, individuals and/ or periods.</p>	<p>Students will be able to describe events, individuals, and periods in relation to second order historical concepts. Students will use sources to gather evidence which is applied in written tasks. Students will describe differing interpretations about historical events, individuals and periods.</p>	<p>Students will be able to describe events, individuals, and periods in relation to second-order historical concepts. Students will use sources to gather evidence which is applied in written tasks. Students will describe differing interpretations about historical events, individuals and periods.</p>
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