



Year 7 History - Curriculum Content Overview 2018-19

History – Year 7				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
<ul style="list-style-type: none"> • Debate and discussion skills • Gain understanding in using sources and examples to back up arguments • State strengths and areas for development for themselves and others • Form an effective argument • Evaluate the views of others effectively • Explain different views using clear reasoning 	Reading <ul style="list-style-type: none"> • Reading sources produced during the period under investigation and accounts from historians who've researched them. 	Questioning in lessons Whole class feedback during lessons Low stakes quizzing Student debates and discussions surrounding topical issues	1 baseline assessment and 2 subsequent summative (end of topic) assessments on the Romans and Medieval period.	Topics covered are in line with AQA GCSE (e.g. Roman public health and life in Medieval towns) and assessments are worded and set out in a similar style to the GCSE exam questions.
	Numeracy <ul style="list-style-type: none"> • Years of key historical events linked to the Romans and Medieval period • Statistics surrounding armies, nations, death tolls from historical events 			
	Oracy and Literacy (including key words for practical subjects) <ul style="list-style-type: none"> • Key words • Student discussion • Student presentation 			



Assessment Skills, Knowledge and Concepts Map

History– Year 7		Cross-Curricular Strands	
Key Learning Questions (Autumn term)		Reading	
Key Learning Questions (Autumn term) <ul style="list-style-type: none"> Who were the Romans? What is the legend of Romulus and Remus? What territories did the Romans conquer? Why were the Romans determined to keep the citizens they conquered onside? What public health facilities did the Roman develop? What other inventions did the Romans develop? What was life like for the Roman family? What entertainment existed in Roman times? Why did the Roman Empire collapse? 	The Romans <ul style="list-style-type: none"> Be able to form an opinion on the Romans. Describe why they have this opinion using examples or reasoning. Explain the short and long-term impact of inventions and individuals from the Roman period. Begin to evaluate historical sources. Consider the changes and continuities that have occurred since the Roman period. 	<ul style="list-style-type: none"> Knowledge organiser Sources linked to the Roman period Usbourne History of Britain (a fantastic history book aimed at children aged 11-16) which provides an accessible way of enhancing students knowledge of the topics outside the classroom. Worth purchasing. 	
Key Learning Questions (Spring term)		Oracy and Literacy	
Key Learning Questions (Spring term) <ul style="list-style-type: none"> How did William of Normandy become King of England in 1066? What was the impact of the Feudal System? What were the key benefits and problems of motte and bailey castles? Why were stone keep castles built and what were their key advantages? What was life like for Medieval knights? What was life like in Medieval towns? 	Medieval England <ul style="list-style-type: none"> Work collaboratively to debate who would've made the best king in 1066. Explain the ways English society changed under the Normans. Use historical sources to consider the positives and negatives of life for peasants, knights and barons in the Medieval period. Explain why castles dominated the English landscape during the Norman period. Use evidence to evaluate whether or not life in Medieval England was one of 'muck and misery' or not. 	<ul style="list-style-type: none"> Debates and discussions in writing Learning skills in comprehension and extended writing. 	
		Oracy <ul style="list-style-type: none"> Student discussion and student feedback Student responses to questions Student to student discussion and debate 	



<ul style="list-style-type: none"> • What was the typical lifestyle and diet of a Medieval peasant? • Was King John really a bad King? 		
Key Learning Questions (Summer term)	The Tudors	Numeracy
<ul style="list-style-type: none"> • How did Henry VII come to the throne in 1485? • Was Henry VIII nothing but an overweight and greedy king? • Why did Henry VIII start the Church of England? • Can a boy king rule effectively? • What was tragic about the rule of Lady Jane Grey? • Why was Elizabeth I more successful than any other Tudor ruler? 	<ul style="list-style-type: none"> • Using evidence to analyse and evaluate the importance of the various factors which contributed to the first Tudor ruler coming to the throne. • Analyse the significance of Henry VIII's rule both during and after his lifetime. • Consider the similarities and differences between long-standing impressions of Henry VIII and the historical facts. • Evaluate the strengths and weaknesses of each of Henry VIII's children as rulers using evidence. 	<ul style="list-style-type: none"> • Dates and statistics used to back up arguments • Use of Roman numerals. • Use of timelines and understanding of chronology, particularly in the Tudor period.