



Subject: History

Lead Teacher: Ms J Clarke

Year: 7

Curriculum organisation

Students are taught in mixed groups of 30 for **three** hours per fortnight. They are not grouped by ability.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	What is history?	<ul style="list-style-type: none"> • How are historians like detectives? • What are the key skills needed to study history? 	<ul style="list-style-type: none"> • The mystery of the skeletons • Creating evidence mats 	<ul style="list-style-type: none"> • Transition from KS2 – build on prior knowledge / skills • Retrieval skills • Analysis and evaluation of sources & interpretations • Enquiry and investigation 	<ul style="list-style-type: none"> • Whole class discussion • Pair and small group work • Presentations • Problem-solving tasks • Watching short video clips • Research tasks • Extended writing tasks
	The Norman Conquest	<ul style="list-style-type: none"> • How did the Normans consolidate their power over England? 	<ul style="list-style-type: none"> • Building castles • Feudal System • Dealing with rebellions • Cathedrals and control of the land (including the Domesday survey) 		
Spring Term	Significant events in the Middle Ages	<ul style="list-style-type: none"> • Was the Black Death the most significant moment of the Middle Ages? 	<ul style="list-style-type: none"> • Launch of the First Crusade • The Magna Carta • The Black Death • Peasants' Revolt • Establishment of the Ottoman Empire 	<ul style="list-style-type: none"> • Using a range of case-studies to support and extend our knowledge and understanding of the wider world • Key concepts to be explored e.g. cause & consequence and Significance of historical events • Understanding changing attitudes over time 	
Summer Term	The English Reformation	<ul style="list-style-type: none"> • Why did Henry VIII break with Rome? • Who was Martin Luther and why was he important? • How and why did Edward VI and Mary I change the Church? • Did Elizabeth create a 'middle way'? 	<ul style="list-style-type: none"> • Henry's break with the Rome and the divorce. • The beginnings of Protestantism and the differences with Catholicism. • The Changes made by the mid-Tudors • The Elizabethan religious settlement. 	<ul style="list-style-type: none"> • Knowledge and understanding • Retrieval skills • Using sources / interpretations to further understand the past • Enquiry and investigation • Similarities and differences 	

	The Age of Exploration	<ul style="list-style-type: none"> • Why did the English start to explore in the 16th century? • What made a good explorer? • Why did people migrate to the New world? • Who benefitted from the new British Empire? 	<ul style="list-style-type: none"> • Reasons for exploration in late 15th to 17 centuries. • Explorers of the time and their characteristics • Push and pull factors for migration • Establishment of plantations and the impact of the British Empire in North America. 	<ul style="list-style-type: none"> • Change over time • Drama and role play • Local history focus • Creative project 	
	The Industrial Revolution	<ul style="list-style-type: none"> • How far did Britain change in this period? • What can we learn from the Cinderloo Uprising about the history of our local area in the Industrial Revolution? • How should Cinderloo be remembered? 	<ul style="list-style-type: none"> • Key changes in Britain 1750-1900 • The impact of the Industrial Revolution on our local area • Growth of protest movements and the reasons for it / impact • The Cinderloo Uprising – possible heritage walk 		

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • Standard school stationery • Exercise book (provided) • Occasional use of textbook (provided) • An open mind ready to learn! 	<ul style="list-style-type: none"> • End of unit tests (subject knowledge focus) • Formal assessment week (May) • Peer and self-assessment • Homework tasks (often research or project based) • Retrieval practice activities

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> • Lunchtime club. • Activities e.g. involvement with national and local projects and competitions. • Trips & Visits e.g. Blists Hill, People's History Museum • Websites can be used to extend knowledge and reading, such as the Historical Association: www.history.org.uk and BBC Bitesize for Key Stage 3. 	<ul style="list-style-type: none"> • Take student to visit historical sites, local or further afield. • Discussion around topics being studied and how they still relate to the modern world. • Encourage additional reading.

Inclusion	Inclusion in Year 7 History
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this 	<p>In addition to the whole-school inclusion points:</p> <ul style="list-style-type: none"> • Extra-curricular opportunities in the history department are available for all students, with all being encouraged to attend and take a leading role. • Students are encouraged to demonstrate their learning and understanding in a variety of ways to allow all learners to progress. • Knowledge Organisers are provided with key words lists to aid all in the development of their knowledge of key vocabulary and concepts. • A range of activities are used within lessons to address the needs of all learners. • Small video clips are often used and subtitles / captions are included. • A range of resources for additional learning are provided on Teams including Podcasts to address the needs of all learners.

If you have any questions about this Learning Overview, please contact the named Teacher above.