

Curriculum Intent:

The aim of the history curriculum is to build and grow a wide-ranging interest and passion for history by studying the past so that pupils can understand the world they live in today, which will show progress at each key stage. The passionate and engaged student will be able to foster and develop their written, oral and analytical skills through independent, logical and inquisitive thinking, combined with a tolerant approach to contrasting opinions. Underpinning this academic goal, the curriculum will focus on key aspects of character and allow the students to cultivate a strong set of British values to inform an understanding of the world we live in and their own place in it. A strong and inclusive Key Stage 3 curriculum will enable the students to analyse primary source material, looking at the concepts of reliability and usefulness before making judgements on the merits of the sources. It will provide students with opportunities for reasoned debates, to listen to other people’s arguments and provide reasoned counterpoints in a respectful manner. The curriculum has recently been updated to provide a more diverse, wide-ranging and thought-provoking series of lessons including a range of black and women’s history across the world. At Key Stage 4, the curriculum will expand on the issues and some of the topics studied at Key Stage 3. Topics such as Elizabeth I and the Cold War will be studied to provide students with an understanding of both British history and the wider world. The curriculum will focus on understanding a wider aspect to life than their immediate community, realising that other people think differently and believe different things. Furthermore, these units are enhanced in the Key Stage 5 curriculum where students will study the origins of British democracy and build on their knowledge gained during KS3 and KS4 to assess the development and change in Russia and the USSR. They will gain the facilitation skills, including how to write academically, how to reference resources and how to work independently, alongside resilience and character traits required to successfully attain places at university, including some of the top universities in the world. Underpinning this academic goal, students will be tolerant of the views of others and be able to respectfully articulate their points to others.

‘Why This, Why Now?’

In our planning, we have asked ourselves 'why this, why now?' Here we provide some examples of the curriculum choices we have made, and why the units have been placed in the order we have chosen:

Unit	Topic	Why now?	Substantive concepts	Links to future topics
LP1	World views in c.1000	<p>“How connected was the world in 1000?” is the question explored through:</p> <ul style="list-style-type: none"> • The diversity and vastness of the Christian and Islamic worlds. • The spread of knowledge and ideas. <p>It immediately challenges a Eurocentric view of the world and considers the advancements of the Islamic Empire relative to the West and Christendom through the places, people and events encountered.</p>	<ul style="list-style-type: none"> • Authority • Culture • Empire • Heretic • Hierarchy • Papacy • Trade 	<ul style="list-style-type: none"> • Y7 – Religion in the Middle Ages • Y7 – The Renaissance • Y8 – The British Empire • Y10 – Medicine Through Time

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		This unit introduces ideas of empire, religion, culture, and trade that are further developed in Y7 and beyond. A sense of the medieval period and significance will be captured to develop in future units.		
LP2	The Norman Conquest	<p>Moving from the Middle East to the British Isles, the same period is picked up, joining the end of the Dark Ages and the Anglo Saxons, (expected KS2 knowledge of A.S and Vikings).</p> <p>Expected new content for KS3 will be the narrative of the power struggle between different factions that are explored culminating in William’s victory at Hastings.</p> <p>Control and change are then explored. This provides students with an insight into key concepts of culture, feudalism, reform, tyranny, and authority.</p>	<ul style="list-style-type: none"> • Authority • Clan • Earldom • Feudal • Hierarchy • Illegitimacy • Reform • Succession • Taxation • Tyranny 	<ul style="list-style-type: none"> • Y7 – Challenges to monarchs • Y8 – The English Civil War • Y8 – The British Empire • Y9 – Rise of Nazi Germany
LP3	Religion in the Middle Ages	<p>After looking at events and changes the Normans introduced, this unit considers the importance of religion in society and why it held so much power in different ways.</p> <p>This unit will introduce the role of Church and its hierarchy, concepts such as pilgrimage, persecution, and Holy war. It revisits the broad area of the Middle East in the crusade lessons.</p> <p>The content covered will provide foundational knowledge to build on when learning about Thomas Becket, The European and English Reformations and the complexities of where power exists and with whom.</p>	<ul style="list-style-type: none"> • Authority • Cleric • Hierarchy • Holy war • Papacy • Persecution • Pilgrimage 	<ul style="list-style-type: none"> • Y7 – Challenges to monarchs • Y8 – The Reformation • Y9 – The Holocaust • Y11 – Elizabethan England
LP4	African Kingdoms	<p>This unit provides an opportunity to understand the medieval period beyond the borders of England.</p> <p>The unit is important for students to identify that there were powerful empires and leaders beyond Europe and the Catholic Church and to give students a grounding in precolonial African history.</p>	<ul style="list-style-type: none"> • Autocracy • Annexation • Civilian • Dictator • Empire • Emperor • Pilgrimage 	<ul style="list-style-type: none"> • Y8 – The Slave Trade • Y8 – The British Empire • Y9 – 20th century civil rights • Y11 – Superpower Relations

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		Ideas such as trade, architecture, wealth, and religion are returned to in order to make sense of the place and period.		
LP5	Challenges to Medieval monarchs	<p>This is an overview breadth unit covering the later medieval period and unpicking the key historical concept of monarchy and the major challenges to this institution in this period.</p> <p>Students should develop a more nuanced understanding of the power of the monarch, that he did not necessarily wield absolute power and had to compete with a variety of influences. They should be able to confidently identify those challenges and specific examples and be able to analyse the consequences for the individual monarch and the monarchy as institution.</p> <p>Important ideas are introduced around separation of powers, role of a parliament that will be returned to in a study of the English Civil War and other topics with reform.</p>	<ul style="list-style-type: none"> • Absolute monarchy • Authority • Autocracy • Feudal • Constitution • Papacy • Parliament • Protest • Reform • Sovereignty • Taxation • Tyranny 	<ul style="list-style-type: none"> • Y8 – The Reformation • Y8 – English Civil War • Y9 – The Suffragettes • Y11 – Elizabethan England
LP6	The Renaissance	<p>This topic expands students' contextual knowledge of Europe and provides a bridge from the medieval period to the early modern period of the Tudors and Reformation studied in year 8.</p> <p>The unit touches on the way Europe came through its dark ages to rediscover learning and science, looking past the controlling dogma of the Church.</p> <p>Conceptually, students will touch on ideas of medicine, empire, trade, and colonisation, which will require some sensitivity in how they are taught. Columbus in particular is a controversial figure and statues of him have been the focus of recent protests. Knowledge around discovery and the emergence of European rivalry globally will provide a foundation to build on during the Elizabethan era.</p>	<ul style="list-style-type: none"> • Colony • Culture • Empire • Free trade • Holy war • Mercantilism • State 	<ul style="list-style-type: none"> • Y8 – The Industrial Revolution • Y8 – The British Empire • Y10 – Medicine Through Time • Y11 – Elizabethan England

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The Medium Term Planning document below is designed to show the journey that every student takes through our curriculum. Some elements of the curriculum may be taught over several lessons, others in a single lesson.

History	Year 7 – Half Term 1		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
World Views in c.1000	What is History?		
	How do historians measure time?		7.1.2 - How do historians measure time.pptx 7.1.2 - Chronology worksheet.docx
	Constantinople in c1000	• Bell work starter quizzes	7.1.3 - Constantinople in c1000.pptx 7.1.3 - Info sheet.pub
	The location of medieval Baghdad	• Formative knowledge checks in lessons	7.1.4 - Location of Baghdad.pptx 7.1.4 - Info sheet .pub
	The House of Wisdom	• Extended writing self-assessment	7.1.5 - House of Wisdom.pptx 7.1.5 - Info sheet.pub
	Knowledge in medieval Baghdad	• End-of-unit test	7.1.6 - Development of knowledge.pptx 7.1.6 - Info sheet.pub
	Science and medicine in medieval Baghdad		7.1.7 - Science and Medicine.pptx 7.1.7 - Info sheet.pub
	Extended writing		7.1.8 - Extended writing lesson.pptx
	Key Words: Christendom, Empire, Madrasa, Silk Roads, Caliph, Abbasid dynasty, House of Wisdom, Baghdad, Mosque		

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History	Year 7 – Half Term 2		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
The Norman Conquest	What was England like before 1066?	<ul style="list-style-type: none"> • Bell work starter quizzes • Formative knowledge checks in lessons • Extended writing self-assessment 	7.2.1 - What was England like before 1066.pptx 7.2.1 - Info sheet.pub
	Who were the claimants to the throne?		7.2.2 - Who were the claimants to the throne.pptx 7.2.2 - Info sheet.pub
	What happened at Stamford Bridge?		7.2.3 - What happened at the battle of Stamford Bridge.pptx 7.2.3 - Info sheet.pub
	Why did William win the Battle of Hastings?		7.2.4 - Why did William win at the Battle of Hastings.pptx 7.2.4 - Info sheet.pub
	How did William use terror to control England?		7.2.5 - How did William use terror to control England.pptx 7.2.5 - Info sheet.pub
	How did William use castles to control England?		7.2.6 - How did William use castles to control England.pptx 7.2.6 - Info sheet.pub
	How did William take control peacefully?		7.2.7 - How did William take control of England peacefully.pptx 7.2.7 - Info sheet.pub
	How important was the Church?		7.2.8 - How important was the Church in Norman England.pptx 7.2.8 - Info sheet.pub
	Key Words: Invasion, Monarchy, Heir, Castle, Feudal System, Domesday Book, Harrying of the North, Cavalry, Fyrd, Huscarls		

Summative Assessment:

Pupil Mid-Year Assessments will take place at the end of half term 2. These will cover all content taught in the first 2 half terms. This assessment will inform pupil Rank Order in the subject.

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History	Year 7 – Half Term 3		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Religion in the Middle Ages	How powerful was the Church?	<ul style="list-style-type: none"> Bell work starter quizzes Formative knowledge checks in lessons Extended writing self-assessment End-of-unit test 	7.3.1 - How powerful was the Church in England.pptx
	Where did people worship?		7.3.1 - Info sheet.pub
	The role of the Church in everyday life		7.3.2 - Where did people worship.pptx
	How did the Church use the afterlife to control people?		7.3.2 - Info sheet.pub
	The role of monasteries		7.3.3 - What was the role of the Church in everyday life .pptx
	How significant was the Church?		7.3.3 - Info sheet.pub
	What led the Pope to call a Crusade?		7.3.4 - How did the Church use the afterlife to control people.pptx
	Why did people go on Crusades?		7.3.4 - Information sheet.pub
	What was the impact of the Crusades?		7.3.5 - What was the role of monasteries in society.pptx
	End-of-topic test		7.3.5 - Info sheet.pub
Key Words: Catholicism, Pope, Crusade, Monastery, Cathedral, Doom Painting, Purgatory, Priest, Latin			7.3.6 - How significant was the Church in medieval England.pptx
			7.3.6 - Info sheet.pub
			7.3.7 - What led the Pope to call for a Crusade.pptx
			7.3.7 - Info sheet.pub
			L8- Why did people go on Crusades.pptx
			L8- Info sheet.pub
			L9- What was the impact of the Crusades.pptx
			L9- Info sheet.pub

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History	Year 7 – Half Term 4		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
African Kingdoms	Interpretations of Ancient Egypt	<ul style="list-style-type: none"> Bell work starter quizzes Formative knowledge checks in lessons Extended writing self-assessment 	7.4.1 - Interpretations of Ancient Egypt.pptx 7.4.1 - Information sheet.pub
	How did Mansa Musa become Emperor?		7.4.2 - Mansa Musa's rise.pptx 7.4.2 - Information sheet.pub
	Mansa Musa's Hajj		7.4.3 - Mansa Musa's hajj.pptx 7.4.3 - Information sheet.pub
	Mansa Musa's return from Hajj		7.4.4 - Mansa Musa's return from Hajj.pptx 7.4.4 - Information sheet.pub
	Was Mansa Musa the richest man in history?		7.4.5 - Was Mansa Musa the richest man in History.pptx 7.4.5 - Information sheet.pub
	Mansa Musa's legacy		7.4.6 - Mansa Musa's legacy.pptx 7.4.6 - Information sheet.pub
	The Catalan Atlas		7.4.7 - Catalan Atlas.pptx 7.4.7 - Information sheet.pub
	The Songhai Kingdom		7.4.8 - Songhai.pptx 7.4.8 - Information sheet.pub
	Key Words: Mansa Musa, Pilgrimage, Hajj, Mosque, Empire, Legacy, Wealth, Trade, Emperor		

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History	Year 7 – Half Term 5		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Challenges to medieval monarchs	How powerful were medieval monarchs?	<ul style="list-style-type: none"> • Bell work starter quizzes • Formative knowledge checks in lessons • Extended writing self-assessment 	7.5.1 - How powerful were medieval kings.pptx 7.5.1 - Information sheet.pub
	Why couldn't the king control the church?		7.5.2 - Tension between King and Church.pptx 7.5.2 - Information sheet.pub
	The murder of Thomas Becket		7.5.3 - Why was Becket murdered.pptx 7.5.3 - Information sheet.pub
	How should King John be remembered?		7.5.4 - How should King John be remembered.pptx 7.5.4 - Information sheet.pub
	Could the rich control the king?		7.5.5 - Could the rich control the king.pptx 7.5.5 - Information sheet.pub
	The impact of the Black Death		7.5.6 - Impact of the Black Death.pptx 7.5.6 - Information sheet.pub
	Why did the Peasants revolt?		7.5.7 - Why did the Peasants Revolt.pptx 7.5.7 - Information sheet.pub
	The consequences of the Peasants Revolt		7.5.8 - Consequences of the Peasants Revolt.pptx 7.5.8 - Information sheet.pub
	Who posed the greatest threat to medieval monarchs?		7.5.9 - Who posed the greatest threat to medieval monarchs.pptx 7.5.9 - Information sheet.pub
Key Words: Peasant, Parliament, Baron, Magna Carta, Penance, Archbishop, Revolt, Excommunicate			

Summative Assessment: Pupil End of Year Assessments will take place at the start of half term 6. These will cover all content taught in the first 5 half terms. This assessment will inform pupil Rank Order in the subject. As well as the content listed below, there is an expectation that staff will work with pupils to improve knowledge in areas of weakness identified in the summative assessments. This may include in school and out of school intervention, and collaborative and independent study.

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History	Year 7 – Half Term 6		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
The Renaissance	What was the Renaissance?	<ul style="list-style-type: none"> Bell work starter quizzes Formative knowledge checks in lessons Extended writing self-assessment 	7.6.1 - How did the Renaissance begin.pptx 7.6.1 - Information sheet.pub
	Which ideas shaped the Renaissance?		7.6.2 - Which ideas shaped the Renaissance.pptx 7.6.2 - Information sheet.pub
	New inventions during the Renaissance		7.6.3 - New inventions during the Renaissance.pptx 7.6.3 - Information sheet.pub
	Columbus discovery of America		7.6.4 - Columbus discovery of America.pptx 7.6.4 - Information sheet.pub
	Why did the Renaissance world expand?		7.6.5 - Why did the Renaissance world expand.pptx 7.6.5 - Information sheet.pub
	The Great Plague		7.6.6 - The Great Plague.pptx 7.6.6 - Information sheet.pub
	The 'Great Fires' in the 17 th century		7.6.7 - The Great Fire of London.pptx 7.6.7 - Information sheet.pub
	Witchcraft		7.6.8 - Witchcraft.pptx 7.6.8 - Information sheet.pub
	Key Words: Renaissance, Discovery, Conquistador, Great Plague, Heliocentric, Empire, Witchcraft		