



# History Year 7

## Curriculum Intent

This year of study aims to give students a firm understanding of the Medieval period and some sense of how it moves into the Early Modern period. Students will examine what makes a successful ruler. They will then move on to compare Medieval England and the Tang Dynasty politically, economically and socially, and will finish by examining a society in transition through the Black Death and the Industrial Revolution.



Year 7 | Medieval to Early Modern life.

## Students will learn about:-

- England before 1066
- The Norman Conquest
- The Medieval English Church
- King John
- Henry VIII and Elizabeth
- Year 7 Monarchy Project
- Tang China
- The Black Death
- The Industrial Revolution

## Knowledge, Understanding & Skills

- Students will be able to show key knowledge related to the following core questions, and will be able to build structured responses to them. Students need to demonstrate an awareness of cause, effect, continuity, change and significance in all areas of study.
- How did William become King of England and how did he change society?
- What was the role of the church in medieval life?
- How should we view King John and how have interpretations of him changed over time?
- Why was Elizabeth such a successful monarch?
- In-depth knowledge of the Chinese Tang dynasty and a comparison between them and Medieval England.
- How did the Black Death affect economy and society in England?
- What were the negative and positive effects of industrialisation?



### How is homework used to enhance learning?

'Meanwhile elsewhere' sheets (requires a student to study an example of a historical event or person from another part of the world at the same time.)

ToK-style questions embedded in all lessons (challenging, open-ended, more philosophical-style questions related to the topic designed to stretch thinking.)

Read a history book related to your period of history – either fact or fiction. (See history department reading lists)

Practise spellings; keep a glossary or new words; use a physical dictionary; keep a vocabulary book for new or challenging words gained from class or wider reading.



### What does excellence look like?

- Show accurate and detailed factual knowledge.
- Develop the skill of knowledge retention and effective deployment within answers.
- Build clear explanations.
- Begin to see the importance of structure and organisation in extended responses.
- Show an awareness of historical context.
- Begin the development of basic argument.
- Evaluate sources in a basic way taking account of origin, purpose and usefulness.
- Show an understanding that the past can be interpreted in different ways.
- Demonstrate the ability to clearly understand and use key concepts such as:

### How will we assess impact? (3D)

Regular Q & A to ascertain understanding and comprehension.

End of unit tests.

Dedicated reflection and improvement time after assessments.

Peer and self-assessment.

The use of model answers and mark schemes.

Quizzes and spot tests.

## International Opportunities

### Visits Programmes

WW1 region visits  
Memorial Museum Passchendaele  
Tyne Cot, Langemark German Cemetery  
Ypres - Last Post Ceremony at Menin Gate.

### Within the curriculum

East Meets West Topic – an in-depth examination of an unfamiliar society in comparison to our own: Tang China. Examination of this involves a detailed appreciation of different cultural contexts.

