

Subject: <b>History</b>		Year Group: <b>7</b>
<b>Term 1 Key Focus/Topic(s):</b> <b>Introduction to History</b> <ul style="list-style-type: none"> <li>• Introduction to History</li> <li>• Evidence in History</li> <li>• The Roman Empire</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> <b>Independent Learning Project</b> <ul style="list-style-type: none"> <li>• The Roman Army</li> <li>• The Romans in Britain</li> <li>• Past Societies in Britain</li> </ul>	<b>Term 3 Key Focus/Topic(s)</b> <b>Why did William win the Battle of Hastings?</b> <ul style="list-style-type: none"> <li>• Claimants to the throne</li> <li>• The Battle of Hastings</li> <li>• The Bayeux Tapestry</li> </ul>
<b>Term 1 Assessment Opportunities :</b> Skills – Borden Standards introduction to; using evidence, interpretations and significance	<b>Term 2 Assessment Opportunities</b> Skills – Borden Standards Introduction to; cause and consequence, change and continuity and significance	<b>Term 3 Assessment Opportunities</b> Cause and Consequence – Why did William win the Battle of Hastings? Using Evidence – What does the Bayeux Tapestry teach us about the Battle of Hastings?
<b>Term 4 Key Focus/Topic(s):</b> <b>How did William keep control of England?</b> <ul style="list-style-type: none"> <li>• Motte and Bailey Castles</li> <li>• Development of Castles</li> <li>• Castle Defences</li> </ul>	<b>Term 5 Key Focus/Topic(s):</b> <b>Challenges to the King</b> <ul style="list-style-type: none"> <li>• Murder of Thomas Becket</li> <li>• Magna Carta</li> <li>• The Peasants Revolt</li> </ul>	<b>Term 6 Key Focus/Topic(s):</b> <b>What was life like in medieval England?</b> <ul style="list-style-type: none"> <li>• Black Death</li> <li>• Life in Medieval England</li> </ul>
<b>Term 4 Assessment Opportunities</b> Change and continuity – Explain how castles in England developed. Significance – What were the most significant changes to castle design?	<b>Term 5 Assessment Opportunities</b> Cause and Consequence – Assess the causes being the murder of Thomas Beckett. Interpretation – Explore the relationship between King John and the Barons.	<b>Term 6 Assessment Opportunities</b> Using Evidence – What does the evidence teach us about the black death? Examination – What do the sources teach us about the peasants’ revolt and what was life like in medieval England?

Rationale:

The introduction to history allows students to access the subject potentially as a discrete subject for the first time. Historical skills and concepts are introduced which are then developed across KS3 to prepare students for the skills required at KS4. The topics covered provide a clear breadth of study and knowledge which supports future topics and some which are necessary at KS4 such as the importance of religion and the church and methods of warfare.

Evaluation:

The Borden Standards underpin all assessments in Year 7 and 8. Outcomes and student progress against these and will be judged and evaluations made against previous years. Teaching feedback will be evident in books and student progress demonstrated through their assessment folders. Lessons and observation will focus on skill development beyond knowledge acquisition.