



# CHORLTON HIGH SCHOOL: CURRICULUM

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## CHS Curriculum Intent

**SUCCESSFUL:** Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

**CREATIVE:** Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

**HAPPY:** Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

## CHS Curriculum Area Framework for Learning – Year 7

<b>SUBJECT</b>	History
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<b>Year Group</b>	<b>7</b>					
<b>Rationale/ Narrative</b>	<p>Year 7 is a foundation year for students so that regardless of their background and previous experiences, all students have a basic grounding in key historical skills including the ability to place events in time and make educated guesses from sources. We aim to introduce students to key terminology that will be used regularly in History lessons across the whole of their learning journey and make our classrooms word rich in order to develop their oracy and vocabulary.</p> <p>Over the course of the year, students will unpick what it means to come from Manchester, and how historical migration has shaped Manchester overtime making it the multicultural city it is today. We also examine the importance of women, and how women throughout History have been pioneers, explorers, inventors and leaders. Our aim is to engage students in the narrative and stories of History so that we are questioning where our roots come from enabling us to develop curiosity and a love of reading!</p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>KNOWLEDGE</b>	Why is it important to use time in History?	Which community is the most significant to Manchester?	How did William become King?	How did William control England?	Has the role of women always been the same?	How are women represented throughout History?
<b>SKILLS</b>	<p>CHRONOLOGY</p> <ul style="list-style-type: none"> <li>Use historical language</li> <li>Being able to sequence events</li> <li>Understand how the past can be divided into chunks of time</li> <li>Understand how to work out centuries</li> </ul>	<p>SIGNIFICANCE</p> <ul style="list-style-type: none"> <li>Understand what makes something significant</li> <li>Explain how events and communities are significant</li> <li>Use specific evidence such as statistics, place names, events &amp; dates to formulate opinion</li> </ul>	<p>CAUSATION</p> <ul style="list-style-type: none"> <li>Extend chronological knowledge</li> <li>Identify causes, events and consequences</li> <li>Explain how some causes are greater than others</li> <li>Remember and use specific evidence such as statistics, place names, events &amp; dates</li> </ul>	<p>CHANGE &amp; CONTINUITY</p> <ul style="list-style-type: none"> <li>Analyse how power has changed over time</li> <li>Identify significant events to form evaluation</li> <li>Use specific evidence such as statistics, place names, events &amp; dates and historical terms such as change, continuity, progression and regression.</li> </ul>	<p>ENQUIRY</p> <ul style="list-style-type: none"> <li>Understand how different types of sources are used to learn about history.</li> <li>Use evidence to make supported inferences</li> <li>Question the reliability of evidence and how this can shape our view of history.</li> </ul>	<p>INTERPRETATION &amp; REPRESENTATION</p> <ul style="list-style-type: none"> <li>Use historical terms and explaining phrases to develop answers</li> <li>Examine different events and explain why people view power differently</li> <li>Use specific evidence such as statistics, place names, events &amp; dates to formulate opinion</li> </ul>
<b>ASSESSMENTS</b>	Week 3: Understanding Time End of Topic test	Week 2 of Progress Fortnight: Progress Test	Narrative of William becoming King	Week 2 of Progress Fortnight: Progress Test	Oracy assessment on the role of women	Week 2 of Progress Fortnight: Progress Test