



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

SUBJECT	History
INTENT	<p>“A people without the knowledge of their past history, origin & culture is like a tree without roots” - Marcus Garvey</p> <p>We passionately believe that young people need a sense of history in order to understand themselves, their identity and the world around them. They need to be able to ask questions and evaluate the answers they receive – never settling for a shallow answer and pushing for a deeper explanation. History should inspire curiosity and a desire to never stop wanting to find out more. As the Ancient Chinese philosopher Confucius described, if we cultivate the root, the leaves and branches will take care of themselves. Therefore, we are proud to plant the seeds of knowledge in our young people to cultivate curiosity and engagement in the world around them.</p> <p>History gives students;</p> <ul style="list-style-type: none"> • The ability to research, filter and prioritise information. • A framework for questioning sources of information and evaluating which are useful, trustworthy and reliable. • A solid knowledge of the culture on which the country is founded – why do we do what we do? • The confidence to voice their opinions coherently and with diligence • Form opinions based on fact and determine the opinions of others <p>These prepare students for careers as;</p> <ul style="list-style-type: none"> • Lawyers • Reporters



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	<ul style="list-style-type: none"> • Teachers • Police Officers • Diplomats • Writers • Doctors • Politicians • Social workers
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Year Group	7					
Rationale/ Narrative	<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 oracy and their use of vocabulary. We want all of our Year 7 students to be able to use their voice and develop a love of reading.</p> <p>We have purposely chosen enquiries for Year 7 that are relevant to our young people. We are proud to represent our diverse student body and we want to engage our students in History by exploring diverse narratives so that our young people can question their own roots and be informed in their future choices. We unpick what it means to come from Manchester by examining historical migration in our Heritage Schools award winning enquiry to see how different communities have shaped our home overtime to make it the multicultural city it is today. Each half term from Spring to summer we will investigate a new time period: Medieval, Renaissance, Industrial and Modern. This will help students develop a sense of chronology and how History has episode of regression as well as just progress. In each time period we will look at how Manchester looked, who held the power, what women were doing in this period, and try to look abroad to make comparisons with Britain in the time period versus the rest of the world. By tailoring our curriculum to our students, we know that every student will have the opportunity to research and engage in a History which ignites and inspires them.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Why is it important to use time in History?</p> <ul style="list-style-type: none"> • Telling the time across History 	<p>Which community is the most significant to Manchester?</p> <ul style="list-style-type: none"> • Jewish Migration 	<p>How did society look in Medieval Britain?</p>	<p>How was the Renaissance an age of Enlightenment?</p> <ul style="list-style-type: none"> • The Reformation and the declining 	<p>How did the working classes and women challenge the government in the Industrial Era?</p>	<p>How did life change during the Modern Era?</p> <ul style="list-style-type: none"> • The Suffragettes



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	<ul style="list-style-type: none"> Roman Britain Flemish Weavers 	<ul style="list-style-type: none"> Caribbean Migration Significance Blue Plaques 	<ul style="list-style-type: none"> Power of the Church Witan and the Feudal System Domesday book Medieval Mali Islamic Golden Age 	<ul style="list-style-type: none"> power of the Church Elizabeth's exploration Witches Divine Right of Kings The Glorious Revolution 	<ul style="list-style-type: none"> The Chartists Peterloo Women fighting for change Women in Medicine The Scramble for Africa 	<ul style="list-style-type: none"> Modern Migration and discrimination towards migrants Women in Science Decolonisation of Ghana and Jamaica
SKILLS	<p>CHRONOLOGY</p> <ul style="list-style-type: none"> Use historical language Being able to sequence events Understand how the past can be divided into chunks of time Understand how to work out centuries 	<p>SIGNIFICANCE</p> <ul style="list-style-type: none"> Understand what makes something significant Explain how events and communities are significant Use specific evidence such as statistics, place names, events & dates to formulate opinion 	<p>CAUSATION</p> <ul style="list-style-type: none"> Extend chronological knowledge of time periods Identify causes, events and consequences Explain the importance of other countries in influencing Britain Remember and use specific evidence such as statistics, place names, events & dates 	<p>CHANGE & CONTINUITY</p> <ul style="list-style-type: none"> Analyse how Britain has changed over time Identify significant events to form evaluation Use specific evidence such as statistics, place names, events & dates and historical terms such as change, continuity, progression and regression. 	<p>ENQUIRY</p> <ul style="list-style-type: none"> Understand how different types of sources are used to learn about history. Use evidence to make supported inferences Question the reliability of evidence and how this can shape our view of history. 	<p>INTERPRETATION & REPRESENTATION</p> <ul style="list-style-type: none"> Use historical terms and explaining phrases to develop answers Examine different events and explain why people view power differently Use specific evidence such as statistics, place names, events & dates to formulate opinion
ASSESSMENTS	<p>Week 3: Understanding Time End of Topic test</p> <p>Week 7: Why are the Romans significant to Manchester?</p>	<p>Week 2 of Progress</p> <p>Fortnight: Progress Test</p>	<p>Week 4: Oracy assessment – why did Medieval Queens find it difficult to rule?</p> <p>Week 6: How does the Islamic Golden Age compare to Medieval Britain?</p>	<p>Week 2 of Progress</p> <p>Fortnight: Progress Test</p>	<p>Week 4: Why did women struggle to become Medics in the Industrial Era?</p> <p>Week 6: Assessment on the Berlin Conference and the Scramble for Africa</p>	<p>Week 2 of Progress</p> <p>Fortnight: Progress Test</p>