



# FRAMEWORK FOR LEARNING

## CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

## HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

## SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

## SUBJECT

### HISTORY

## INTENT

“A people without the knowledge of their past history, origin & culture is like a tree without roots” - **Marcus Garvey**

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.

History gives students:

- The ability to research, filter and prioritise information.
- A framework for questioning sources of information and evaluating which are trustworthy and reliable.
- A solid knowledge of the culture on which the country is founded – why do we do what we do?

These prepare students for careers as:

- Lawyers
- Reporters
- Teachers
- Police Officers
- Diplomats
- Writers
- Doctors
- Politicians
- Social workers



## YEAR GROUP

### YEAR 7

## RATIONAL / NARRATIVE

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.

## TERM KNOWLEDGE

### AUTUMN 1

What is humanity's and Britain's early history?

- Introduction to chronology and history skills
- Ancient human history
- What was lifelike in Iron Age Britain?
- What was the impact of the Romans on Britain?
- Was Julius Caesar a hero or a villain?
- How different was life in Saxon England?
- What was the impact of Viking invasions?
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### AUTUMN 2

The Norman Conquest and Medieval England

- Who was most justified to be king in 1066?
- Why was William victorious at the Battle of Hastings?
- How effective was Norman control of the Saxons?
- How far did life change under Norman rule?
- Why did medieval people go to church?
- What was lifelike for different medieval people?
- What was the experience of medieval women?

### SPRING 1

Medieval Britain

- Medieval society
- The murder of Thomas Becket
- Progress Test
- Feedback Workshop
- Magna Carta
- The Black Death
- The Peasants Revolt

### SPRING 2

The Medieval World

- What was the Islamic Golden Age?
- What was medieval Africa like?
- Who "won" in the Crusades?
- What was medieval Japan like?
- How similar was the medieval world (feudal systems, castles etc).

### SUMMER 1

The Tudors and the Reformation

- Causes of reformation.
- Impact of the reformation.
- Was Mary really "Bloody Mary"?
- What was lifelike for black Tudors?
- Was Elizabeth's "middle way" successful?

### SUMMER 2

The English Civil War

- Why were the Spanish Armada defeated?
- What was the main cause of the English Civil War?
- Progress Test
- Feedback Workshop
- Why did Charles lose the civil war?
- Were the English right to execute their king?
- Was Oliver Cromwell a hero or a villain?
- How was the Great Plague different from the Black Death?

## SKILLS

### CHRONOLOGY

- 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

### CHANGE & CONTINUITY

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- 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,

### CHRONOLOGY

- Use historical language
- Being able to sequence events
- Understand how the past can be divided into chunks of time

### INTERPRETATION & REPRESENTATION

- 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,

### ENQUIRY

- 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.

### CAUSATION

- Extend chronological knowledge of time periods
- Identify causes, events and consequences
- Explain the importance of other countries in influencing Britain







## ASSESSMENT

<ul style="list-style-type: none"> <li>Analyse how Britain has changed over time</li> </ul>	<p>continuity, progression and regression.</p>	<ul style="list-style-type: none"> <li>Understand how to work out centuries</li> </ul> <p>CHANGE &amp; CONTINUITY</p> <ul style="list-style-type: none"> <li>Analyse how Britain has changed over time</li> </ul>	<p>place names, events &amp; dates to formulate opinion</p>	<p>CHANGE &amp; CONTINUITY</p> <ul style="list-style-type: none"> <li>Analyse how Britain 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>	<ul style="list-style-type: none"> <li>Remember and use specific evidence such as statistics, place names, events &amp; dates</li> </ul>
<p><b>Marking Point (Explain):</b> Was Julius Caesar a hero or a villain?</p>	<p><b>Marking Point (Explain):</b> Why was William victorious at the Battle of Hastings?</p> <p><b>Marking Point (Explain):</b> Why did medieval people go to church?</p>	<p><b>Marking Point (Write an Account):</b> the murder of Thomas Becket</p> <p><b>Progress Test:</b> this will be multiple choice with a single extended answer</p>	<p><b>Marking Point (Explain):</b> How similar was medieval life in different countries?</p>	<p><b>Marking Point</b> Write an account of the impact of the dissolution of the monasteries</p>	<p><b>Progress Test:</b> this will be multiple choice with a single extended answer</p> <p><b>Marking Point (Explain):</b> What was the main cause of the English Civil War?</p> <p><b>Marking Point (Source):</b> Was Oliver Cromwell a hero or a villain?</p>

## HOME LEARNING



## READING, WRITING, TALK, NUMERACY

<p>Home Learning Knowledge Recall Quiz on TEAMS</p>	<p>Home Learning Knowledge Recall Quiz on TEAMS</p>	<p>Home Learning Knowledge Recall Quiz on TEAMS</p>	<p>Home Learning Knowledge Recall Quiz on TEAMS</p>	<p>Home Learning Knowledge Recall Quiz on TEAMS</p>	<p>Home Learning Knowledge Recall Quiz on TEAMS</p>
<p><b>Reading:</b> Learning new vocabulary. Students should look up the meaning of missing words.</p>  <p><b>Writing:</b> Grid fill activities. Students have 'How to Write like a Historian' sheet on their books.</p>	<p><b>Reading:</b> Break down information. Chunking information; categorising pull and push factors; highlighting and annotating statistics, people, events, dates.</p>  <p><b>Writing:</b> Focus on SPaG. Students will be</p>	<p><b>Reading:</b> Using pictures and images to visualise the narrative. Representing BAME histories and how these helped create Britain and British culture. How can the story help use remember information?</p> 	<p><b>Reading:</b> Relate to student's own experience. Text to self:</p> <ol style="list-style-type: none"> <li>Give students the basic information about the reading.</li> <li>Ask them to tell their partner how this might link to them and their experiences.</li> <li>Get 3 to share with the class</li> </ol>	<p><b>Reading:</b> Explicit use of guided reading so that students understand how to approach larger pieces of text. Students will start to draw upon skills such as visualisation, learning new vocabulary and breaking down information that they have developed in Autumn and Spring, whilst also learning to infer from texts.</p>	<p><b>Reading:</b> Break down information. Chunking information; categorising; highlighting and annotating statistics, people, events, dates.</p>  <p><b>Writing:</b> Focus on SPaG. Students will be encouraged to write in</p>



**TIER 2  
VOCABULARY  
TIER 3  
VOCABULARY**

**PSPSMC, BRITISH  
VALUES AND  
DIVERSITY**

<p><b>Talk:</b> Quiz Trade icebreakers to build relationships between teacher and students. Introduction of peer teaching and questioning to improve factual recall</p>	<p>encouraged to write in full sentences, highlight key words and use dictionaries</p> <p><b>Talk:</b> Examining the Rights of the Child and how migration affects this</p>	<p><b>Writing:</b> Focus on narrative history so that students can explicitly develop a story using historical evidence such as statistics, people and place names and dates in their work alongside historical language.</p> <p><b>Talk:</b> Developing peer narratives and working with others to remember information. How can peer quizzing commit information to long term memory?</p>	 <p><b>Writing:</b> Focus on using historical language to describe change. Use of peer assessment to see other examples.</p> <p><b>Talk:</b> Working with others to develop interpersonal skills such as leadership, articulating conversation and being a team player.</p>	 <p><b>Writing:</b> Summarising information using reading skills. What makes a good summary? How can this help us when it comes to converting information to long term memory?</p> <p><b>Talk:</b> Peer Oracy assessment. Working in trios to learn teamwork skills.</p>	<p>full sentences, highlight key words and use dictionaries</p> <p><b>Talk:</b> Using talk trios and talk protocols to discuss the significance of women throughout time. IGNITE speech at the end of term to present their work to the class.</p>
<p>Describe, Infer, Explain, Evaluate</p>	<p>Describe, Infer, Explain, Evaluate</p>	<p>Describe, Infer, Explain, Evaluate</p>	<p>Describe, Infer, Explain, Evaluate</p>	<p>Describe, Infer, Explain, Evaluate</p>	<p>Describe, Infer, Explain, Evaluate</p>
<p>Chronology, Anachronism, Millennium, Century, Anno Domini, Inference, Evidence, Source, Era, Decade, Neanderthal, Mesopotamia, Celtic, Emperor, Villa, Sewers, Roads, Vikings, Scandinavia, Saxon, Succession, Witan</p>	<p>Normans, Feudal System, Domesday Book, Harrying, Motte and Bailey, Queen Consort, Society</p>	<p>Church, Charter, Parliament, Baron, Knight, Disease, Plague, Crusade, Jihad, Pope, Samurai, Feudal System, Sultan</p>	<p>Middle Ages, Medieval, Witan, Democracy, Revolution, Monasteries, Pilgrimage, Feudal, Power, Monarchy, Kingdoms, Golden Age</p>	<p>Protestant, Catholic, Treason, Divorce, Monastery, Seymour, Dynasty, Reformation</p>	<p>Parliament, King, Divine Right, Roundhead, Cavalier, Trigger, Republic</p>
<p><b>Personal:</b> Sequencing events in time from our own lives <b>British Values:</b> How are our lives sequenced? Are they all sequenced in the same order? <b>Restore: Routines -</b> Clearly communicate expectations/ to provide stability and aid students transition into secondary school.</p>	<p><b>Personal:</b> Developing confidence in RWCN and speaking in lessons <b>Social:</b> Empathy – How have different communities faced struggles? <b>Moral:</b> Values of different communities <b>British Values:</b> How has migration made Britain vibrant? How has migration shaped our</p>	<p><b>Personal:</b> Developing confidence with assessment and reflection of progress <b>Social:</b> Developing empathy with different aspects of British society and history <b>Moral:</b> Common values of human civilisations <b>British Values:</b> Tolerance for other cultures.</p>	<p><b>Personal:</b> Developing confidence using historical language <b>Social:</b> Developing empathy towards similarities between different cultures <b>Moral:</b> Democracy &amp; power. Why is it important to vote? How do events in time affect us today?</p>	<p><b>Personal:</b> Developing confidence in communicating knowledge <b>Social:</b> Developing empathy different aspects of British society and history <b>Moral:</b> Why is it important to vote? Has power changed for women? Has power</p>	<p><b>Personal:</b> Developing confidence in analysing evidence &amp; exploring reliability. Empowering young women through highlighting the achievements of other women <b>Social:</b> Developing empathy during the struggle for power and being able to recognise inequality in society</p>



culture? Why isn't everywhere like Manchester? How do the rights of children link to our learning?  
**Restore: Together** – Through study of migration students will understand a diverse range of communities that are represented both in Manchester and across school.

**British Values:** How was a modern democracy different to a 1000 years ago? Why was the Witan comprised of men only? How has democracy changed over time?  
**Restore: Empower** - Students will be empowered to learn about Britain. They will be more confidently identifying time periods and asking questions about History.

changed for working class people?  
**British Values:** How has our history been shaped by many different cultures? What are the most important aspects of British History and culture?  
 Through  
**Restore: Enjoy.** Through our exploration of Britain and its cultural history, students will foster their curiosity about History and the world around them.

**Moral:** Values of different communities  
**British Values:** What is gender? How does gender affect us? Why do women still have to strive for equality? Why is it important for women to be represented in History?  
**Restore: Optimism** – Students will see their development in their Historical skills. They will work in trios to foster collaboration and teamwork skills. Students will have the opportunity to be team leaders