

Y7 History

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Curriculum Intent

The Forge Valley History department are committed to giving our young people the **cultural context to interpret the world** around them. The History department will ensure that enjoyment and understanding of the subject is pursued through **examining the cultural, social and economic complexities of the past**. We endeavour to develop our pupils **understanding of differing cultural contexts to broaden their horizons**. Through a mix of thematic units and depth studies students are furnished with a **well-developed sense of period** as well as an understanding of the key concepts that run throughout our past. Across Key Stages three and four our thematic studies include: comparisons between the medieval Islamic Empire and the British Empire; an analysis of the development of Britain's democratic system over time; and a study of the development of Public Health. Our depth studies range from a reinterpretation of Britain's role in the slave trade; the origins and responses to the Holocaust; and the Chinese Qing Dynasty.

From Year 7 pupils engage with a variety of contemporary sources, and historical interpretations to develop an **understanding of how historians construct the past**. Through fostering a passion for the subject through dynamic teaching and rigorous assessment, pupils will become well-versed in the **importance of interpreting the past in order to understand the present and consider the future**. By emphasising the range of roles that students of history take up in society we provide a route to academic success and offer transferable skills that will equip all pupils to thrive in the future.

	Core Knowledge	Procedural Knowledge
Autumn	Topic: 1) What is History? - To develop a solid understanding of chronology - To be introduced to primary and secondary sources - To use sources to form an argument - To be introduced to our second order concepts (causation,	Make inferences from contemporary sources. Explain why events happened and the impact of an event (causation and consequence).

	change and continuity, significance) - To be introduced to historical interpretations 2) An ancient empire: The Roman Empire - To know some key features of Roman culture. - To know the location of the Roman Empire. - To understand the Romans motivation for having an Empire. - To understand how the Romans kept their Empire - To understand why the Roman army was successful - To know some of the positives and negative aspects of Roman towns. - Define Pax Romana - To know the benefits and drawbacks of Pax Romana. - To know some of the competing arguments around the decline of the Roman Empire 3) A medieval empire: The Islamic Empire - Know a variety of facts about medieval Islamic Baghdad. - Know a variety of reasons that the Islamic Empire spread so fast in the middle ages.	Using historical evidence to support an argument. Make comparisons and connections (similarity and difference). Recognise historical interpretation and the methods used by historians to give a certain impression about the past To start to think about what influences someone's interpretation of the past.
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	• Know how the Islamic Empire was connected to the wider world through trade. • Be able to use evidence to identify positive and negative effects of this trade. • Know what people believed caused and cured disease in two different medieval societies. • Understand the similarities and differences between Islamic and European health and medicine. • Know various legacies of the Islamic Empire in the fields of science and technology, art, literature and architecture. • Understand why these were important in the medieval period and beyond. • Know which other groups threatened the Islamic Empire before 1500 • Understand how Muslims reacted to events 1000-1300. Be able to compare the Roman Empire to the Islamic Empire	
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Spring	Topic: A modern empire: The British Empire. • Know how historians try to keep history under control • Understand when our three Empires existed (in relation to other time periods) • Know what an Empire is and where the British Empire was • Know why the British wanted an empire • Be able to decide which were the most important reasons • Know one key reason Britain was able to build and maintain its empire • Know how advertisements helped to build the idea of patriotism in the British Empire • Know what an interpretation is • Be able to identify a range of benefits and drawback of being part of the British Empire • Understand the impact on colonies that Britain had • Be able to identify a range of different historians' interpretations of the British Empire • Know when the British Empire began to decline (fall apart) • Understand the different reasons for this • Understand how the British Empire colonised and the positive or negative impact	
Summer	Topic: Fight for Power: How did people in Medieval and Early Modern England fight to reduce the power of the monarchy? • have an overview of how power shifted between the monarch,	

	parliament and the people, 1066–c.1688 • know who claimed the English throne in 1066 and why • know a variety of reasons that William won the Battle of Hastings • understand how the Norman Conquest changed England • know who or what could restrict a king's power in the medieval period • be able to give detailed and specific examples of medieval kings being powerful and less powerful • know key events from the reigns of Henry VIII and Elizabeth I • know how Tudor monarchs dealt with threats to their power from parliament and the Catholic Church • understand how and why the Tudors were powerful monarchs • understand why Civil War broke out in 1642 • know why 1642–1649 is seen as a period of such significant change • be able to explain why some people have seen Cromwell as a hero /villain • know how interpretations of Cromwell have changed over time	
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	• know the main events 1658 – 1688 and what the ‘Bill of Rights’	
Homework	Students are given a Mastery Booklet per unit. Every week they are asked to complete knowledge retrieval questions based on that weeks learning. Two weeks before each exam window pupils are also given a revision booklet and a series of tasks to complete to help them to prepare.	
Assessment Pupil’s complete knowledge retrieval quizzes in class regularly to check their progress as well as a piece of extended writing at the end of each unit of work: There are two formal assessments: Spring Term Assessment 1: On the Roman and Islamic Empires: This will assess chronological understanding; knowledge retention; making inferences from sources; and explanation/ causation. Summer Term Assessment 2: On the British Empire and Fight for Power: This will assess chronological understanding; knowledge retention; explanation/ consequence; use of historical evidence; and making inferences from sources		
Links to Personal Development The Year 7 curriculum supports pupils’ personal development by exposing them to diverse cultures and perspectives, encouraging respect for different societies, and engaging them in ethical debates around power, empire and inequality. This equips students with the cultural capital and critical awareness needed to understand the modern world		
How is my Knowledge further developed in Year 8? The Year 8 curriculum builds directly on the foundational knowledge established in Year 7 by moving from broad studies of empires and power to more focused and analytical enquiries. Students apply their understanding of hierarchy and control to local contexts, deepen their knowledge of diversity through the study of underrepresented groups in World War One, and extend their understanding of power by analysing its consequences in interwar Europe. This ensures a clear progression from foundational knowledge to more complex historical thinking		

