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| **Our Lady Queen of Peace**  Catholic Engineering College | Curriculum Overview |
| **Year 7 History** | |

|  | **Knowledge & Understanding** | | | **Subject Specific Literacy Development** | | **Cultural Capital / Enrichment Opportunities** |
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|  | **Composites**  **(Bigger Picture)** | **Components**  **(Key Concepts)** | **Recall & Retrieval Practice Focus** | **Key Vocabulary** | **Reading for Meaning** |
| **Half Term 1** | Introducing History | Expectations and documentation | Current Topic  Vocabulary  Misconceptions | History | Neolithic People  Skelmersdale | History of Skelmersdale  Use of evidence |
| Concept of Time | Chronology  Chronological Order  Timelines | Anno Domini (AD)  Before Christ (BC)  Chronology  Chronological Order |
| Using Evidence | Types of Evidence  Reliability of Evidence  Anachronism  PEE | Anachronism  Primary  Secondary |
| Pre-Historic Britain | * Neolithic People * Stone Circles * **Skelmersdale - Viking** * England Pre 1066 | Palaeolithic  Mesolithic  Neolithic |
| **Half Term 2** | Norman Conquest | * Contenders to the throne * Battles of 1066 * Outcomes of 1066 Battles * Bayeux Tapestry * Feudal System * Domesday Survey * Castles/Church | Current Topic  Vocabulary  Prior Topic  Misconceptions | Bailey  Baron  Contender  Conquest  Domesday  Feudalism  Heir  Knight  Motte  Witan | Harold Godwinson  Bayeux Tapestry | Seven Ages of Britain - Exploration of Bayeux Tapestry  Skelmersdale Domesday Entry |
| **Half Term 3** | Challenges to Power – Medieval | * Power of Church and State * Henry II and Thomas Becket * Interpretations of King John * Magna Carta | Current Topic  Vocabulary  Prior Topic  Misconceptions | Barons  Doom Paintings  Devine Right of Kings  Excommunication  Magna Carta  Pope | Henry & Becket  King John’s Problems | Magna Carta Clauses  *Links with Citizenship and Curriculum for Life* |
| **Half Term 4** | Challenges to Power –  Early Modern | * The Reformation * The English Reformation * Pilgrimage of Grace * James I * The Gunpowder Plot | Current Topic  Vocabulary  Prior Topic  Misconceptions | Catholic  Conspiracy  Governor  Protestant  Reformation | Elizabeth’s Religious Settlement  James I | Church Changes  *Links with Bonfire Night and modern society* |
| **Half Term 5** | **Case Study:**  Black Death and Peasants Revolt  *How did the Black Death and Peasants Revolt change Medieval society?* | * Causes of the Black Death * Symptoms of the Black Death * Medieval Cures * Impacts of the Black Death * Causes of the Peasants Revolt * Events of the Peasants Revolt * Impacts of the Peasants Revolt | Current Topic  Vocabulary  Prior Topic  Misconceptions | Buboe  Bubonic  Change  Continuity  Revolt  Statute of Labourers | Medieval Medicine  Peasants Revolt | *Links with foundations of modern protest and democracy* |
| **Half Term 6** | Industrial Revolution | * Growth of a town * Development of Transport * Factory Conditions * Life in a town * Public Health * **Skelmersdale – Coal Mining** | Current Topic  Vocabulary  Prior Topic  Misconceptions | Cholera  Industrial  Industrialisation  Revolution  Rookeries  Sanitation  Tenement | Factory Life  Crime & Punishment | History of Skelmersdale |

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| **Key Assessments** | | | |
| **When** | **What will be assessed?** | **Why is this being assessed?** | **How will results be stored & students receive feedback?** |
| **HT1** | Key Piece – Neolithic Era  End of Topic Test – Current Topic | To allow students to describe their knowledge and understanding of the Neolithic Era.  To ensure understanding of key History skills. | * SIMS digital mark book. * Feedback through standardised designated sheet and teacher input, with improvement time given. |
| **HT2** | Key Piece – Death of Edward the Confessor  Mid-Year Test – Current Topic & Recall of Previous topic | To allow students to explain their knowledge on the contenders to the throne and understanding of why Harold’s death is significant in 1066 events.  To ensure understanding of key concepts studied so far. | * SIMS digital mark book. * Feedback through standardised designated sheet and teacher input, with improvement time given. |
| **HT3** | Key Piece 1 – Thomas Becket  Key Piece 2 – King John | To allow students to demonstrate their source analysis skills.  To allow students to evaluate the life of King John. | * SIMS digital mark book. * Feedback through standardised designated sheet and teacher input, with improvement time given. |
| **HT4** | Key Piece 1 – English Reformation  Key Piece 2 – Gunpowder Plot | To allow students to demonstrate their knowledge and understanding on the causes of the English Reformation.  To allow students to demonstrate their analysis of interpretations skills. | * SIMS digital mark book. * Feedback through standardised designated sheet and teacher input, with improvement time given. |
| **HT 5** | Key Piece – Impact of Black Death and Peasants Revolt  Knowledge and Understanding Quiz | To allow students to describe the similarities and differences of the impacts of the Black Death and Peasants Revolt.  To ensure understanding of key concepts for this topic. | * SIMS digital mark book. * Feedback through standardised designated sheet and teacher input, with improvement time given. |
| **HT 6** | End of Year Exam – A range of different questions covering all topics studied so far in Year 7.   * Multiple choice * Short Answers * Terminology * Preparation Questions * Longer Written Style Question * Source/Interpretations * Recall Questions   Key Piece – Industrial Town Life | To assess knowledge and understanding of the curriculum topics studied this academic year  To allow students to demonstrate their understanding of life in an industrial town. | * SIMS digital mark book. * Feedback through standardised designated sheet and teacher input, with improvement time given. |