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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 TopicVocabularyMisconceptions | History | Neolithic People Skelmersdale  | History of SkelmersdaleUse of evidence |
| Concept of Time | ChronologyChronological OrderTimelines | Anno Domini (AD)Before Christ (BC)ChronologyChronological Order |
| Using Evidence | Types of EvidenceReliability of EvidenceAnachronismPEE  | AnachronismPrimarySecondary |
| Pre-Historic Britain | * Neolithic People
* Stone Circles
* **Skelmersdale - Viking**
* England Pre 1066
 | PalaeolithicMesolithicNeolithic |
| **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 TopicVocabularyPrior TopicMisconceptions | BaileyBaronContenderConquestDomesdayFeudalismHeirKnightMotteWitan | Harold Godwinson Bayeux Tapestry | Seven Ages of Britain - Exploration of Bayeux TapestrySkelmersdale 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 TopicVocabularyPrior TopicMisconceptions | BaronsDoom PaintingsDevine Right of KingsExcommunicationMagna CartaPope | Henry & BecketKing 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 TopicVocabularyPrior TopicMisconceptions | CatholicConspiracyGovernorProtestantReformation | 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 TopicVocabularyPrior TopicMisconceptions | BuboeBubonicChangeContinuityRevoltStatute of Labourers | Medieval MedicinePeasants 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 TopicVocabularyPrior TopicMisconceptions | CholeraIndustrialIndustrialisationRevolutionRookeriesSanitationTenement  | Factory LifeCrime & 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 EraEnd 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.
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| **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.
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| **HT3** | Key Piece 1 – Thomas BecketKey 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.
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| **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.
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| **HT 5**  | Key Piece – Impact of Black Death and Peasants RevoltKnowledge 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.
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| **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.
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