

The Year 7 curriculum continues to build on the learning from year 6. There is a progression in depth and difficulty in year 7, however the key themes of Religious change are picked up again in the unit on What did people believe in the 17<sup>th</sup> Century. The theme of health is picked up again in the Terrible towns unit which looks at 19<sup>th</sup> Century public health and the Cholera epidemics. The theme of Empire and migration is continued in the unit looking at colonial rule in the 19<sup>th</sup> Century.

There are further new themes and ideas for pupils which extend their substantive and disciplinary knowledge: Theme 1 is the changes in peoples' beliefs during the reign of the Stuart Kings, the Republic and the Interregnum, this includes a local study on Witchcraft in the Selwood Forest. Theme 2 includes technology, protest and revolution; in the units on Britain's Industrial revolution and the public health crisis. Finally theme 3 on Empire in India, Australia and Ireland. Pupils will explore British history in its place as part of a global narrative.

Year 7 Programme of study for History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	What did people believe in the 17 <sup>th</sup> Century? Religion and Democracy	What was so special about Baghdad?	Why was there a Witch Craze In the 17 <sup>th</sup> Century?	Why was Britain the First To have an Industrial Revolution?	Terrible Towns. How did the government react to the public health crisis?	What did British Colonial rule look like in the 19 <sup>th</sup> Century? India, Australia, Ireland.
Content and objectives	To what extent was Charles I to blame for the English Civil War 1642-1648?	Examine the spread of Islam and the creation of the City of Baghdad	Outline why Witchcraft was so widely believed in the 17 <sup>th</sup> Century	Explain how factories caused the population of towns to increase	Investigate what life was like for ordinary people in towns and cities in the 19 <sup>th</sup> Century	Explain the terms 'Empire' 'Colonialism' how did Britain create an Empire 1776-1916
	Explain the other main causes of the ECW 1642.  Examine which sections of society supported each side during the Civil War	Analyse the role of Al Mansur in the creation of Baghdad	Identify how and why people were accused of Witchcraft	Evaluate the impact of steam power on factories	Discover why disease was so common in the 19 <sup>th</sup> Century	Explain how Britain used the following to create her Empire; Political dominance, Economic exploitation, Culturalism: Racism.

	Explain why a group of Catholics wanted to blow up King James and his Parliament	Summarise what ideas and goods were brought to Baghdad in the 8 <sup>th</sup> and Ninth Centuries	Use evidence from local Historian to explain why people were accused of Witchcraft in the Selwood Forest	Describe the working conditions for children in the factories	Use primary sources to explain why there were successive Cholera epidemics in Britain	Investigate Settler colonialism in Australia
	Summarise why Parliament needed to improve its army  Examine why King Charles I was put on trial and sentenced to death	Apply key information about Baghdad to create a set of treasure cards.	Explain what sort of people were likely to be accused and by whom, in the Selwood Forest area	Use primary sources to assess why it is difficult to find out what life was really like for children working in the factories	Explain why the Government was slow to improve public health	Use sources to develop understanding of how the East India Company took control of India
	Define the terms 'Republic' and 'Interregnum'. Explain how Oliver changed England after 1649	Describe five ways in which Muslim minds changed the World	Investigate the trials of accused Witches in the Selwood Forest	Explain why work for children in the mines was so dangerous during the 19 <sup>th</sup> Century	Evaluate the contribution of key individuals: John Snow, Joseph Bazalgette, Florence Nightingale, Mary Seacole.	Identify ways in which the Indian people resisted British rule
	Use primary and secondary evidence to judge whether Oliver Cromwell was a Hero or Villain		Explain the role of Witch Hunters in the 17 <sup>th</sup> Century 'Witch Craze'	Examine reforms and explain why some factory owners were reluctant to change working conditions	Identify whose role it was to catch criminals in 1800. Explain the terms 'Capital crime' and 'Transportation'	Assess the views of modern historians and interpretations of what British colonialism looked like in Ireland in the nineteenth century?
Assessment	<b>Historical Interpretations:</b>	<b>Historical Significance:</b> Explain why	<b>Source analysis,</b> use evidence to explain the views of	<b>Cause and consequence:</b> Essay assessment,	<b>Historical Significance:</b> Explain the	<b>Compare and contrast:</b> Write an essay assessment

	<b>Use Historiography through time to decide if Oliver Cromwell was a hero or villain</b>	Baghdad was so special.	James I on 'Divine Right' and 'Witchcraft'	to what extent did British entrepreneurs cause the Industrial revolution	significance of Florence Nightingale in the development of nursing	which describes and explains the different ways that Britain created and maintained her Empire
Progression from Year 7	<b>Pupils recognise that Historians have different views of the past and the same events and begin to make judgements about why Historians might have differing views and how those views change over time</b>	<b>Pupils can use subject specific knowledge and can make judgements on the significance. Pupils can apply substantive facts on the development of Islam to create a disciplinary argument.</b>	<b>Pupils can explain differing types of sources and look for their limitations. Pupils understand Bias, reliability and utility when using primary sources. Pupils begin to use primary and secondary sources to create narratives of the past. Pupils can use inference skills to understand meaning</b>	<b>Pupils can recognise and explain a number of causes. They can make links between some of the causes and apply substantive knowledge to create narratives</b>	<b>Pupils can use subject specific knowledge and can make judgements on the significance. They can compare and contrast Historical individuals to explain their significance. They can begin explain range of criteria used to decide if someone is significant</b>	<b>Pupils can compare and contrast Historical individuals and events and apply the substantive knowledge to create narratives</b>