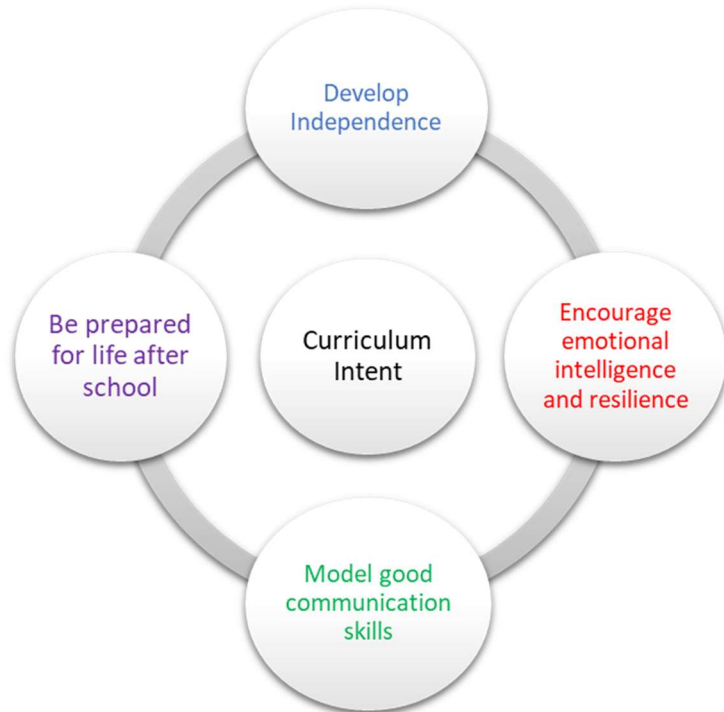


## Y7 History Long Term Plan



### School Pedagogy:

Penkford School has a child centred pedagogy. The school adopts an inclusive, transformative pedagogy as we believe that a child's 'capacity to learn can change and be changed for the better as a result of what happens and what people do in the present' (*Hart et al. 2004, P166*). Learning is about shared communication between staff and pupils. Implementation of our curriculum intent is underpinned by Rosenshine's 10 Principles of Instruction (*Rosenshine, 2012*). All learning sessions include the following elements; reference to curriculum intent, recap of knowledge and skills, assessment for learning and pupil voice.

### Subject Specific Pedagogy:

We aim to further develop our challenging curriculum for the needs of our pupils. We use history to give pupils the opportunity to develop communication skills, chronological security, historical concept and historical enquiry. This encourages the acquisition of history skills that are transferable within other life situations, making history more accessible and relevant to all learners. The Penkford School curriculum is unique and tailored to our locality, interests and to developing pupils' cultural awareness, and offers enriching opportunities within and beyond the classroom.

### Subject Intent:

Our intent is to have a challenging, differentiated, accessible and enjoyable curriculum. Our teaching equips pupils with the knowledge of how the history of the wider world has influenced Britain and vice versa. We support our pupils to understand historical empathy, influences on others and the significance of key historical figures and events. Pupils can engage in historical enquiry and ask/answer questions relevant to the topic. This reflects Penkford School's ethos and statement of intent.

Y7 History Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
Autumn 1	<p>History through Time. By the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> <li>1. Why history is significant;</li> <li>2. How to use chronology;</li> <li>3. The difference between primary and secondary sources;</li> <li>4. How to formulate a judgement using interpretations;</li> <li>5. How to use evidence to decide if man really landed on the moon in 1969;</li> <li>6. How to evaluate the provenance of sources;</li> <li>7. Why the Neolithic Revolution was an important turning point;</li> <li>8. How Britain changed from the Stone Age to the Iron Age;</li> <li>9. How the Romans should be remembered;</li> <li>10. Assessment: Why do Sources A and B have different ideas about the Romans being clever or cruel?</li> </ol>	<p>Timeline; chronological/y; evidence; evidence; sources; images; artefact; primary/secondary; bias; reliability; sacrifice; space race; bias; balanced; population; disease; development; BC; AD; era</p>	<p><i>Shang Dynasty; The Romans; The Mayans; Crime and Punishment; Children in WW2</i></p> <p>Chronological understanding; interpretation; cause and consequence; historical empathy; investigation skills</p> <p><b>NC Objectives: Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Identify significant events, make connections, draw contrasts, and analyse trends...Use historical terms and concepts in increasingly sophisticated ways. Create relevant, structured and evidentially supported accounts in response. Understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</b></p>	<p>Literacy: English (speaking and listening); comprehension; cloze activities; primary/secondary source interpretation; Roman language and letters; reading of sources and text</p> <p>Numeracy: Chronology; currency; statistics; Roman numerals</p> <p>ICT: iPad/laptop use; PowerPoint Presentation; YouTube links</p>

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Autumn 2	<p>The Norman Conquest. By the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> <li>1. Why countries wanted to invade England in 1066;</li> <li>2. How to decide who had the strongest claim to the throne of England;</li> <li>3. How William won the Battle of Hastings;</li> <li>4. The significance of the Bayeaux Tapestry;</li> <li>5. How effectively William solved his problems;</li> <li>6. Assessment: What can we learn from Source A about the Battle of Hastings?</li> <li>7. What Motte and Bailey castles were and how could they be improved;</li> <li>8. The most effective Medieval methods of attack and defence.</li> </ol>	<p>Medieval; Crime and Punishment; religion; invasion; village; merchants; king; succession; crisis; claimant; to crown; witan; heir; Shield wall; battle; army; archer; arrow; William; Harold; embroidery; retreat; tactics; preparation; leadership; luck; feudal; knights; baron; conqueror</p>	<p><i>History through time; Shang Dynasty; The Romans; The Mayans; Crime and Punishment; Children in WW2</i></p> <p>Historical empathy; Using evidence and historical interpretation; Judging the usefulness of a source; Higher order thinking; Using evidence and historical explanations (sources) to remove any misinterpretation; Using knowledge of the conflict to critique the response by others</p> <p><b>The development of Church, state and society in Medieval Britain 1066-1509.</b> The Norman Conquest</p> <p><b>The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066.</b></p>	<p>Literacy and reading: Cloze activities; comprehension; information gathering; verbal reasoning; speaking and listening; storyboard</p> <p>Numeracy: statistics; chronology; casualty figures; dates; timeline</p> <p>Geography: Locational geography</p> <p>ICT: iPad/laptop; PowerPoint Presentations; YouTube</p>
Spring 1	<p>Medieval Britain</p> <ol style="list-style-type: none"> <li>1. What life was like in a Medieval village;</li> <li>2. What the Crusades were;</li> <li>3. What people ate during the Medieval Period;</li> </ol>	<p>Plague; bubonic; buboes; cures; cause; population; fleas; priest; reeve; cottar; lord; bailiff; villain; tithe; mill; manor; Muslim; algebra; alchemy;</p>	<p><i>The Norman Conquest; History through time; Shang Dynasty; The Romans; The Mayans; Crime and Punishment; Children in WW2</i></p> <p>Chronological understanding; interpretation; Historical empathy;</p>	<p>Literacy and reading: Cloze activities; comprehension; information gathering; verbal reasoning; speaking and listening; storyboard</p> <p>Numeracy: statistics; chronology; dates; timeline; algebra</p>

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	<ol style="list-style-type: none"> <li>4. The impact of the Black Death;</li> <li>5. Why the Peasants revolted in 1381;</li> <li>6. Assessment</li> </ol>	Saladin; noble; peasant; pottage; black bread; eel; whale; herring; peasants; feudal system; Lords; poll tax	Using evidence and historical interpretation; Judging the usefulness of a source  <b>The development of Church, state and society in Medieval Britain 1066-1509.</b> Society, economy and culture: for example, feudalism, religion in daily life (parishes, monasteries, abbeys), farming, trade and towns (especially the wool trade), art, architecture and literature. The Black Death and its social and economic impact. The Peasants' Revolt	ICT: iPad/laptop; PowerPoint Presentations; YouTube  Geography: Locational geography  RE: The Crusades
Spring 2	The Tudors. By the end of this unit, pupils will know: <ol style="list-style-type: none"> <li>1. Who the Tudors were;</li> <li>2. Why Henry VIII had so many wives;</li> <li>3. Why Henry VIII dissolved the monasteries;</li> <li>4. How Edward VI's reign affected England;</li> <li>5. The impact that Edward's death had on England; (2 lessons)</li> </ol>	Henry; Mary; Edward; Elizabeth; Jane Grey; Monarch; divorce; beheaded; wife; Catholic; Protestant; Pope; church; dissolution; heir; heresy; virgin; Armada; marriage; adultery; monastery; reformation; rebellion; Council of Regency; English Prayer Book; policy	<i>Medieval Britain; The Norman Conquest; History through time; Shang Dynasty; The Romans; The Mayans; Crime and Punishment; Children in WW2</i>  Chronological understanding; interpretation; Historical empathy; Using evidence and historical interpretation; Judging the usefulness of a source; Using evidence and historical explanations (sources) to remove any misinterpretation; Using knowledge	Literacy and reading: Poetry; cloze activities; comprehension; information gathering; verbal reasoning; speaking and listening; storyboard  Numeracy: statistics; chronology; casualty figures; dates; timeline  Geography: Locational geography  ICT: iPad/laptop; PowerPoint Presentations; YouTube

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			<p>of a conflict to critique the response by others</p> <p><b>The development of Church, state and society in Britain 1509-1745</b> The English Reformation and Counter Reformation (Henry VIII to Mary I); The Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland); Society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature.</p>	<p>RE: The creation of the Church of England; dissolution of the monasteries</p>
<p><b>Summer 1</b></p>	<p>The Tudors. By the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> <li>1. The problems Elizabeth faced when she came to the throne;</li> <li>2. Why Elizabeth had so many portraits painted;</li> <li>3. Why the Spanish attacked the British;</li> <li>4. What the most important cause of crime in Tudor England was;</li> </ol>	<p>Henry; Mary; Edward; Elizabeth; Jane Grey; Monarch; divorce; beheaded; wife; Catholic; Protestant; Pope; church; dissolution; heir; heresy; virgin; Armada; marriage; adultery; monastery; reformation; rebellion; Council of Regency;</p>	<p><i>Medieval Britain; The Norman Conquest; History through time; Shang Dynasty; The Romans; The Mayans; Crime and Punishment; Children in WW2</i></p> <p>Chronological understanding; interpretation; Historical empathy; Using evidence and historical interpretation; Judging the usefulness of a source; Using evidence and historical explanations</p>	<p>As above</p> <p>MFL: Spanish</p>

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	5. Why there was a witch-craze in the seventeenth century; 6. Assessment: What can be learnt from sources A and B about the importance of the Tudor reign?	English Prayer Book; policy	(sources) to remove any misinterpretation; Using knowledge of a conflict to critique the response by others  <b>The development of Church, state and society in Britain 1509-1745</b> The English Reformation and Counter Reformation (Henry VIII to Mary I); The Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland); Society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature.	
Summer 2	Migration to Britain. By the end of this unit, pupils will know:  1. Why early people wished to move to Britain? 2. How invasion brought migrants to Britain in the Medieval period; 3. Why persecuted groups moved to Britain;	Migrant; archaeology; Celts; tribe; culture; natural resources; farmland; slaves; settlers; Anglo-Saxon; Norman; Viking; raiders; persecution; Jewish; Huguenots; Palatine; refugee; Roma;	<i>The Tudors; Medieval Britain; The Norman Conquest; History through time; Shang Dynasty; The Romans; The Mayans; Crime and Punishment; Children in WW2</i>  Chronological understanding; interpretation; Historical empathy; Using evidence and historical interpretation; Judging the	Literacy and reading: Cloze activities; comprehension; information gathering; verbal reasoning; speaking and listening  Numeracy: statistics; chronology; casualty figures; dates; timeline  RE: Judaism

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	<p>4. What led to migration in Britain during the 20<sup>th</sup> Century.</p>	<p>Windrush; economic; skilled/unskilled</p>	<p>usefulness of a source; Using evidence and historical explanations (sources) to remove any misinterpretation; Using knowledge of a conflict to critique the response by others.</p> <p><b>The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</b> A study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles</p>	<p>ICT: iPad/laptop; PowerPoint Presentations; YouTube</p> <p>Geography: Locational geography, human geography</p> <p>Citizenship: British values</p> <p>CDI: C3.8 identify how to stand up to stereotyping and discrimination that is damaging to you and those around you</p> <p>MH: MH 3.4 Develop strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p>