

## What are the aims and intentions of this curriculum?

The aims and intentions of the History Curriculum is to introduce students to various aspects of historical content. Additionally, students are expected to develop the range of skills needed to become confident in their own opinions, make well-supported judgements and expressing them articulately using keywords from topics and historical vocabulary. Students will be encouraged to express their views and respect the traditions and belief systems of others. Throughout the academic year, the following topics will be examined: Norman Conquest, Religion in Medieval England, The Crusades, The Problems of Medieval Monarchs and Migration. These topics serve to create the platform needed to understand the UK as a leading developed nation and its role in a globalized world as well as to prepare them in a smooth matriculation into Year 8. Students are also expected to embrace the British Values of Tolerance, Equal Opportunity and Respect for Diversity.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	Norman Conquest	<p>In this term, students will be learning about: Anglo-Saxon England, rivalry for the, English throne, Norman Invasion and, the Battles of Stamford and Hastings, and taking control over England through terror and peace.</p> <p><b>Key terms</b> include: Chronology, Anglo-Saxon, Archaeologists, Historians, artefact, Hide, Witans, wergild, Primary source Interpretation, Shield-Wall, Anglo-Saxon housecarls, Anglo-Saxon fyrd, Norman Knight, Norman archers, Norman foot soldier, Bayeux Tapestry, Tactics, Thegns, Harrying of the North, Castles, Plough Team, and Domesday Survey</p>	<p>Several skills that students will gain during this term are reading primary sources, analysing images and pictures, judging interpretations of historians, reading maps and blueprints, structured writing, as well as placing events in chronological order. Additionally, students will gain some real-world skills during this term. These include being able to organise their thoughts into an orderly and logical flow, use evidence to justify their opinions and ideas, judge other people’s interpretations of events, compare and contrast different points of view on the same event.</p>	<p>Students will be assessed in the following ways:</p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Simulations</li> <li>• Role play</li> <li>• Debates</li> <li>• Group presentations</li> <li>• Digital projects</li> </ul>
Autumn 2	Religion in Medieval England	<p>During this term students will be doing the following sub-topics; Journey to the afterlife, Church career options, Religion and Ideas, Using Sources, Murder of Thomas Beckett, Limits to Church Power.</p> <p><b>Key terms</b> will include: Afterlife, Purgatory, Soul, Penance, Fasting, Monastery, Ten commandments, Mass, Shrine, Alms, Reliquary, Religious order, Parishioner, Sacraments, Lay brother, Lay sister, Leprosy, Just war, Reliability, Bias, Council, Martyr, Secular, Sanctuary, Jury, Pillory, Branded, Ordained, Adultery, Fornicator, Deadly sin, Gluttony, Heretic, Adjuration, Leechbook</p>	<p>Students will learn and develop the skills of inferencing, identifying differences between historical interpretations, source analysis, follow chronological order and time management,</p> <p>Students will also develop and improve on creating models, cartoons, vocabulary, debating, working in pairs and groups</p>	<p>Students will be assessed in the following ways:</p> <ul style="list-style-type: none"> <li>• Create dramatizations</li> <li>• Create posters</li> <li>• Do group presentations</li> <li>• Analyze sources</li> <li>• Write narratives</li> <li>• Creating displays</li> </ul>

<b>Spring 1</b>	The Crusades	<p>In this term, students will study the Islamic Empire, the threats facing the Byzantine Empire, the kings during the crusades, why people went to fight in the Crusades, and the effects the crusades had on the Holy Land.</p> <p><b>Key terms</b> include: Calligraphy, Mosque Caliph, Dynasty, Pilgrim, Geometry Astronomy, Crusader, Mercenary, Seljuk, Turks, Siege, Church of the Holy Sepulchre, Emir, Holy Land, Indulgence, Chivalry, Booty, Crusader states, Garrison</p>	<p>Students will gain the skills of analysis, critical thinking of resources, judgment of interpretations, ability to use key terms and phrases in writing.</p> <p>Students will develop the skills needed to interpret the different views on history, assessing the different views on the same event, and judging the different portrayals and views of the same which will be necessary for their success in the real world.</p>	<p>Students will be assessed in the following ways:</p> <ul style="list-style-type: none"> <li>• Written essays</li> <li>• Small group presentations</li> <li>• Socratic Seminars</li> <li>• Digital projects such as a Prezi</li> <li>• Create and present plays</li> </ul>
<b>Spring 2</b>	The Problem of Medieval Monarchs	<p>During this term students will be studying the following subtopics; How did their reign end, Matilda's opportunity, Eleanor of Aquitaine: A strong-willed queen, King John, Edward I, Castles and Losing Scotland.</p> <p><b>Key terms</b> will include: Civil war, Court, Troubadour, Great Council, Interest, Warfare, Conquest</p>	<p>Students will gain new and additional skill set in map reading, class discussion, working cooperatively in pairs and groups, analyzing sources, differentiating between strengths and weaknesses, creating timelines and planning and executing roleplaying activities.</p>	<p>Students will be assessed via:</p> <ul style="list-style-type: none"> <li>• Paragraph writing</li> <li>• Creating conversations</li> <li>• Labelling diagram</li> <li>• Roleplaying</li> <li>• Designing poster</li> </ul>
<b>Summer 1</b>	Migration <ul style="list-style-type: none"> <li>• Early Settlers</li> <li>• Religion</li> </ul>	<p>Students will analyse the migration of early settlers focusing on the Celts, Romans, Anglo-Saxons, and Vikings and their impact on early England. Then, students will evaluate the role of Religion in migration by studying the migration of Jews, Huguenots, Puritans, and the Mayflower (though the latter two in the next half term). By combining these units of study, students will get the chance to critically think about topics that are relevant to today and their own personal lives which will make history more relatable. When History is relatable, it is easier to understand and get students to care about.</p> <p><b>Key terms</b> will include: Hunter - Gatherers Romans, Dark Ages, Danelaw, Old Testament, Diaspora, Protestants Reformation, Low countries</p>	<p>Through this term, students gain the skills of close reading, analysis of primary and secondary sources, judgement of interpretation of key events, compare and contrast different experiences. By practicing these skills, students will then be able to dive into a deeper set of knowledge by seeing the big picture, charting trends, and seeing how this relates over time. Some students will be able to transfer this study and relate it to their own life.</p> <p>Additionally, students will work on real life skills such as critical thinking, judgement of different interpretations on the same event, analyze of primary sources and artwork.</p>	<p>Students will be assessed in the following ways:</p> <ul style="list-style-type: none"> <li>• Essay writing</li> <li>• Discussions and debates</li> <li>• Storyboards</li> </ul>