

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The aims and intentions of the History Curriculum is to introduce students to various aspects of historical content and its disciplinary knowledge. 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: England before 1066, Norman Conquest, Crown or Cross, Transformed Medieval England, and The Crusades. 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	England before 1066	<ul style="list-style-type: none"> In this term, students will be learning about: What History is and its importance, Introduction to chronology, sources, Celtic Britain, Anglo-Saxon England, and Viking England. Key terms include: Chronology, sources (Primary and Secondary), Celts, Savage, Anglo-Saxon, Archaeologists, Historians, artefact, Interpretation, Vikings, interpretation. Students will be able to compare jobs in England pre 1066 with jobs in modern society. Students will be able to compare social norms in 1066 with present day. Particular attention will be paid to family life 	<ul style="list-style-type: none"> Students will be introduced to the basic disciplinary skills of History such as Historical significance, sources and evidence and Historical interpretations. Students will be 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>Students will be assessed in the following ways:</p> <ul style="list-style-type: none"> Writing Creating timelines Completing storyboards Comparing and analyzing sources Role play Completing video sheets
Autumn 2	Norman Conquest	<ul style="list-style-type: none"> In this term, students will be learning about: Why William was called Conqueror, rivalry for the English throne, Harold's defeat of Hadrada, the Battles of Stamford and Hastings, and taking control over England through terror and peace. Key terms include: Contender, Primary source Interpretation, Shield-Wall, feigned retreat, Anglo-Saxon housecarls, Anglo-Saxon fyrd, Norman Knight, Norman 	<ul style="list-style-type: none"> 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 	<p>Students will be assessed in the following ways:</p> <ul style="list-style-type: none"> Writing Simulations Role play Debates Group presentations Digital projects Video sheets

		<p>archers, Norman foot soldier, Bayeux Tapestry, Tactics, Thegns, Harrying of the North, Castles, and Domesday Survey/Book.</p> <ul style="list-style-type: none"> • Students will think of careers that would require the use of this information, including lawyers and archaeologist. • Students will develop their emotional intelligence by reflecting on life during these battles. 	<p>interpretations of events, compare and contrast different points of view on the same event.</p>	
<p>Spring 1</p>	<p>Crowns and Cross</p>	<ul style="list-style-type: none"> • During this term students will be doing the following sub-topics; The Clergy or the King, Thomas Beckett's murder, Being Christian in Medieval Times, Peasants. • Key terms will include: Clergy, relics, pilgrimage, heretic, lord, manor, knight, peasants, barons • Students will identify the careers that had major influence in medieval times and compare them to the most influential careers in modern day. • Students will look at the impacts of concentrating power in the hands of a few people. They will develop an appreciation of democratic values. 	<ul style="list-style-type: none"> • Students will learn and develop the skills of interpreting case studies, making comparisons, making judgments, identifying differences between historical interpretations, source analysis, follow chronological order and time management, • Students will also develop and improve on creating songs, cartoons, vocabulary, debating, working in pairs and groups 	<p>Students will be assessed in the following ways:</p> <ul style="list-style-type: none"> • Create dramatizations • Create posters • Do group presentations • Analyze sources • Write narratives • Creating displays
<p>Spring 2</p>	<p>Transformed Medieval England</p>	<ul style="list-style-type: none"> • In this term students will be doing the following subtopics; Black Death (causes and effects), Peasant Revolts, Dangers of Living in Medieval Times, Medieval Towns. • Key terms will include: Black Death, plague, turbulent times, economic power, revolts, peasants, Peasant Revolt, historical interpretations, Coroner's Roll, inquest, Medieval towns. • Students will think of careers that could have been valuable in reducing the impact of Black Death, and how these careers can reduce the impact of future pandemics. • Students will be able to discuss the importance of hygiene in reducing the spread of diseases. 	<ul style="list-style-type: none"> • Students will learn and develop skills of analysing sources, analysing interpretations, making judgements of interpretations, determine similarities and differences, causes and effects. 	<p>Students will be assessed in the following ways:</p> <ul style="list-style-type: none"> • Role play • Writing dairy entries • Examine and analyse sources and interpretations • Completing video sheets • Ordering events in chronological order

<p>Summer 1</p>	<p>The Crusades</p>	<ul style="list-style-type: none"> • In this term, students will study the Differences between Christian and Muslim civilizations, What motivated the crusades, Key events of the crusade, Compare religious leaders, The crusades impact on Europe, Children’s crusades • Key terms include: Civilisation, crusades, sultan, Saladin, Mediterranean Sea, Crusader, Mercenary, Siege, Holy Land, Indulgence, Chivalry, Booty, Crusader states, Garrison • Students will be able to describe the importance of religious leaders, and how a career as a leader is important in promoting beliefs and value systems. • Students will be able to understand the importance of religious tolerance. They will be able to discuss the impacts of the crusades on families. 	<ul style="list-style-type: none"> • Students will gain the skills of analysis, critical thinking of resources, judgment of interpretations and sources, ability to use key terms and phrases in writing. • 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>Students will be assessed in the following ways:</p> <ul style="list-style-type: none"> • Written essays • Small group presentations • Socratic Seminars • Digital projects • Create and present plays • Create storyboards • Highlight and describe features
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