



Subject: History

Lead Teacher: Ms J Clarke

Year: 7

Curriculum organisation

Students are taught in mixed groups of 30 for **three** hours per fortnight. They are not grouped by ability.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	What is history?	<ul style="list-style-type: none"> • How are historians like detectives? • What are the key skills needed to study history? 	<ul style="list-style-type: none"> • The mystery of the skeletons • Creating evidence mats 	<ul style="list-style-type: none"> • Transition from KS2 – build on prior knowledge / skills • Retrieval skills • Analysis and evaluation of sources & interpretations • Enquiry and investigation 	<ul style="list-style-type: none"> • Whole class discussion • Pair and small group work • Presentations • Problem-solving tasks • Watching short video clips • Research tasks • Extended writing tasks
	The Norman Conquest	<ul style="list-style-type: none"> • How did the Normans consolidate their power over England? 	<ul style="list-style-type: none"> • Building castles • Feudal System • Dealing with rebellions • Cathedrals and control of the land (including the Domesday survey) 		
Spring Term	Significant events in the Middle Ages	<ul style="list-style-type: none"> • Was the Black Death the most significant moment of the Middle Ages? 	<ul style="list-style-type: none"> • The Magna Carta • The Black Death • Peasants' Revolt 	<ul style="list-style-type: none"> • Using a range of case-studies to support and extend our knowledge and understanding of the wider world • Key concepts to be explored e.g. cause & consequence and Significance of historical events • Understanding changing attitudes over time 	
Summer Term	The English Reformation	<ul style="list-style-type: none"> • Why did Henry VIII break with Rome? • Who was Martin Luther and why was he important? • How and why did Edward VI and Mary I change the Church? • Did Elizabeth create a 'middle way'? 	<ul style="list-style-type: none"> • Henry's break with the Rome and the divorce. • The beginnings of Protestantism and the differences with Catholicism. • The Changes made by the mid-Tudors • The Elizabethan religious settlement. 	<ul style="list-style-type: none"> • Knowledge and understanding • Retrieval skills • Using sources / interpretations to further understand the past • Enquiry and investigation • Similarities and differences 	

	The Age of Exploration	<ul style="list-style-type: none"> • Why did the English start to explore in the 16th century? • What made a good explorer? • Why did people migrate to the New world? • Who benefitted from the new British Empire? 	<ul style="list-style-type: none"> • Reasons for exploration in late 15th to 17 centuries. • Explorers of the time and their characteristics • Push and pull factors for migration • Establishment of plantations and the impact of the British Empire in North America. 	<ul style="list-style-type: none"> • Change over time • Drama and role play • Local history focus • Creative project 	
	The Industrial Revolution	<ul style="list-style-type: none"> • How far did Britain change in this period? • What can we learn from the Cinderloo Uprising about the history of our local area in the Industrial Revolution? • How should Cinderloo be remembered? 	<ul style="list-style-type: none"> • Key changes in Britain 1750-1900 • The impact of the Industrial Revolution on our local area • Growth of protest movements and the reasons for it / impact • The Cinderloo Uprising – possible heritage walk 		

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • Standard school stationery • Exercise book (provided) • Occasional use of textbook (provided) • An open mind ready to learn! 	<ul style="list-style-type: none"> • End of unit tests (subject knowledge focus) • Formal assessment week (May) • Peer and self-assessment • Homework tasks (often research or project based) • Retrieval practice activities

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> • Lunchtime club. • Activities e.g. involvement with national and local projects and competitions. • Trips & Visits e.g. Black Country History Museum • Websites can be used to extend knowledge and reading, such as the Historical Association: www.history.org.uk and BBC Bitesize for Key Stage 3. 	<ul style="list-style-type: none"> • Take student to visit historical sites, local or further afield. • Discussion around topics being studied and how they still relate to the modern world. • Encourage additional reading.

Inclusion	Inclusion in Year 7 History
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. 	<p>In addition to the whole-school inclusion points:</p> <ul style="list-style-type: none"> • Extra-curricular opportunities in the history department are available for all students, with all being encouraged to attend and take a leading role. • Students are encouraged to demonstrate their learning and understanding in a variety of ways to allow all learners to progress.

<ul style="list-style-type: none"> • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this 	<ul style="list-style-type: none"> • Knowledge Organisers are provided with key words lists to aid all in the development of their knowledge of key vocabulary and concepts. • A range of activities are used within lessons to address the needs of all learners. • Small video clips are often used and subtitles / captions are included. • A range of resources for additional learning are provided on Teams including Podcasts to address the needs of all learners.
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If you have any questions about this Learning Overview, please contact the named Teacher above.