Whittington Green School - History

Dream Reach Achieve

CURRICULUM INTENT: A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Year 7

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. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should 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.

Pupils should be taught:

- the development of Church, state and society in Medieval Britain 1066-1509
- the development of Church, state and society in Britain 1509-1745
- ideas, political power, industry and empire: Britain, 1745-1901
- challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust
- a local history study
- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
- at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].

Term/Unit	Topic Overview / Content	Learning Expectation / Concepts and Skills	Recall and review of past learning	National Curriculum target	Key vocab/concepts
Term 1	Skills-based lessons. An introduction to the key skills used in history; evidence and questioning.	Key terms and measuring time • Different forms of evidence • Strengths and limitations of different forms of evidence • Applying evidence to a focus topic and asking	Baseline checking where students arrive at, what evidence skills they already have. Putting in place important evidence skills and vocabulary that will be used across their learning at WGS.	To introduce the key skills that students will develop throughout their history studies	Opinion Artefact Bias Chronological Evidence Fact Cause Consequence Motive

		questions of and drawing conclusions from evidence • Assessment- what can we learn from the contents of a dustbin?			Anachronism
Term 2	Medieval Britain, 1066-1509. A study of 1066 and what life was like in Britain in the Medieval period.	• Contenders to the throne in 1066 • The Battles of Stamford Bridge and Hastings, chronology skills • How does the evidence suggest Harold died? • Feudalism • Life for rich and poor people in Medieval Britain • Magna Carta	Evidence skills (reliability and cross-referencing) developed in the first term are used to reach conclusions about Harold's death.	• the development of Church, state and society in Medieval Britain 1066-1509	Heir Throne Viking Conqueror Battle Feudal Villein Baron Evidence Source
Term 3	The Crusades	• What were the Crusades? • Using evidence to learn about the two sides • Weaponry and warfare • The leaders of the Crusades • Legacy of the Crusades, significance	Students learned about Medieval warfare last term, which is revisited and built on here. Direct links also made between the Medieval period and their lives today. Evidence skills developed again as students think more about bias in statements from Crusaders.	• the development of Church, state and society in Medieval Britain 1066-1509	Crusades Jerusalem Muslim Christian Armour Legacy Francs Saracens Chain mail Scimitar
Term 4	Religion in Tudor England	• Catholicism and Protestantism • Why Henry broke with Rome (causation) • Impacts of the Reformation (significance) • Mary's counter reformation • Elizabeth's religious settlement	The previous topic taught students how devoutly religious people were at this time as well as the role of the Pope and church in their lives. Now students learn how people began to turn away from the Catholic church.	the development of Church, state and society in Britain 1509-1745	Tudors Catholics Protestants Reformation Pope Armada Indulgences Heir Succession Monarchy

Term 5	Warfare in Tudor and Stuart England	• Causes of the Spanish Armada • Why the Armada was defeated • Causes of the Civil War • Roundheads and Cavaliers • How the Civil War was fought (continuity and change with 1066)	The religious focus of this year allows students to better understand how the Armada and Civil War were caused. Students can also see how warfare and technology had developed since the Medieval period.	the development of Church, state and society in Britain 1509-1745	Stuarts Civil war Parliament roundheads Cavaliers Royalists Cavalry Musketeer Execution Pikemen
Term 6	England under Cromwell and the Restoration	• Consequences and significance of the Civil War • Profiling Cromwell • England under Cromwell • The Restoration, causes of • The Glorious Revolution	A reflection on the changing nature of the monarchy since the reigns of William I and Henry VIII. The importance of the Civil War is highlighted by understanding how it led to the reduction in regal power seen today.	the development of Church, state and society in Britain 1509-1745	Execution Commonwealth Puritans Restoration Catholics Revolution Invasion Monarch Divine right to rule Autocracy