

Beths Grammar School KS3 History Curriculum Map – Year 7

Term	INTENT	IMPLEMENTATION	IMPACT
	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge. Any section that is highlighted in green has a direct link to Beths sustainability drive.	Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Autumn Term 1A Year 7	Intent Why is this taught now? To know and understand key skills and the nature of the subject primarily because the teaching of History in primary school can be varied. This will give them a foundation to move forward from. To know and understand history as a coherent and chronological narrative moving forward from 1066. This is because 1066 is a significant turning point in our nation's historical timeframe and it is also a key aspect of the National Curriculum.	Content: History Skills and 1066 1. What is History? 2. Who should be King in 1066? 3. The Battle of Hastings 4. Assessment + The Bayeux Tapestry 5. How did William consolidate his power in England? 6. How did castles keep England protected? (One source skill and one knowledge skill focused on each half term) Skills: Sources – Inference Knowledge – Describing	Teacher Q+A in lessons Formal assessment – source inference Homework 1 – timeline task Homework 2 – key terms Homework 3 – comprehension task Homework 4 – creative task Homework 5 – source inference Homework 6 – fact file task End of topic test assessment with particular reference to the focused-on skills for that topic.
Autumn Term 1B Year 7	Intent Why is this taught now? To develop a keen sense of how different and yet similar people experiences of the past could be in. To use this as a basis for later change. Society and change are also a key aspect of the National Curriculum.	Content: Enquiry Question: <u>What was life like in Medieval England?</u> 1. What was life like in a Medieval town/village? 2. Medieval Entertainment + Fashion 3. Medieval Diet + Medicine 4. Causes of the Black Death	Teacher Q+A in lessons Homework 1 – comprehension task Homework 2 – Creative task Homework 3 – Creative task Homework 4 – Skills task Homework 5 – Fact File Task

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		- Living through the Black Death - Consequences of the Black Death - How do we determine reliability? + Assessment - The Princes in the Tower Skills: Sources - Reliability Knowledge - Describing	End of topic test assessment with particular reference to the focused-on skills for that topic.
Spring Term 2A Year 7	Intent Why is this taught now?	Content:	Teacher Q+A in lessons
	To develop key National Curriculum knowledge needed to understand how our national state was developed. By exploring the key issues of religious beliefs and the impact they would have on society. To explore the monarchy and the challenges within the church. To start to think about significant events and people in history.	<u>Enquiry Question: What impact did The Reformation have on England?</u> - Was Henry VII a success? - Catholics & Protestants + Martin Luther - Why did Henry VIII break from Rome? - Why did Henry VIII close the monasteries and how did it benefit him? - Who were Henry VIII's six wives and what impact did they have? - How did Edward VI change religion in England? - Why did Lady Jane Grey last nine days as Queen? - Does Mary I deserve the nickname 'Bloody Mary'? - How did Elizabeth I try to resolve religious conflict in England? - What should Elizabeth do about Mary Queen of Scots? - Assessment Skills: Sources - Reliability Knowledge – Explaining	Homework 1 – interpretation task Homework 2 – quiz Homework 3 – comprehension task Homework 4 – key terms test Homework 5 – revision for assessment End of topic test assessment with particular reference to the focused-on skills for that topic.

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Spring Term 2B Year 7	<u>Intent</u> Why is this taught now? To develop key National Curriculum knowledge needed to understand how our national state was developed. By exploring the monarchy and challenges from Parliament and groups in UK society. This is essential for understanding political change and the development of democracy in the UK.	Content: <u>Enquiry Question: How did Parliament increase their power over time?</u> 1. How did the Magna Carta put Britain on the path to democracy? 2. How did Parliament come into existence? 3. Why did a civil war break out in England in 1642? 4. Who won the English Civil War and Why? 5. Why did Parliament invite an invasion of Britain in 1688? 6. How 'Great' were the Great Reform Acts? 7. Assessment Prep & Assessment 8. How did women win the right to vote? 9. What does Democracy look like in Britain today? 10. Assessment feedback + Documentary Skills: Sources - Inference Knowledge – Significance	Teacher Q+A in lessons Formal assessment – Change & continuity Homework 1 – research task Homework 2 – source inference Homework 3 – revision for assessment Homework 4 – Fact file task Homework 5 – Research task End of topic test assessment with particular reference to the focused-on skills for that topic.
Summer Term 3A Year 7	<u>Intent</u> Why is this taught now? To know and understand how different and similar experiences of the past are to now. Piracy provides a way for students to learn about historical pirates, as well as modern day incarnations. While piracy may seem like a thing of the past, we often get reminders that modern day pirates are still out there, boarding ships, and taking hostages.	Content: <u>Enquiry Question: What made pirates 'the scourge of the seas' for over 3000 years?</u> 1. What are the origins of piracy? 2. How different were Viking pirates from Elizabethan pirates? 3. How did the English beat the mighty Spanish Armada? 4. How did Blackbeard gain his reputation and why do we still remember him? 5. How do we end smuggling?	Teacher Q+A in lessons Homework 1 – comprehension task Homework 2 – fact file task Homework 3 – quiz Homework 4 – Somali pirates task Homework 5 – research task

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	In addition, this is a useful cross-curricular unit for students to establish geographical links with locations around the world.	6. How do Somali pirates operate in the modern world? 7. Assessment + Documentary Skills: Sources – Inference + Reliability Knowledge retention test	End of topic test assessment with particular reference to the focused-on skills for that topic and knowledge retention for content taught over the year.
Summer Term 3B Year 7	Intent Why is this taught now?	Content:	Teacher Q+A in lessons
	To know and understand history how sport and leisure time have developed throughout history. Students often see sport and leisure as modern day pastimes, often being unaware of the history of human leisure time. This unit provides an overall understanding of how human leisure time has become a major factor in people's everyday lives. In addition, this is a cross-curricular unit linking to PE.	Enquiry Question: How has sport and leisure changed over time? 1. Assessment feedback + How did people have fun in the Middle Ages? 2. How did people have fun in early modern England compared to Victorian England? 3. What did children do for fun in the 20 th century? 4. How has the High Street changed over time? 5. How has leisure time developed in the 20 th -21 st centuries? 6. What has been the impact of the Olympic Games? 7. What is the legacy of Cadbury's chocolate? 8. How have Books changed throughout history? 9. Documentary Skills: Knowledge retention test	Homework 1 – revision for assessment Homework 2 –describe task Homework 3 – research/fact file task Homework 4 – comprehension task Homework 5 – key terms test End of year knowledge test assessment