

Year:7 Subject: History

**IMPLEMENTATION**

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<b>INTENT</b> (including key concepts and skills)	<p>Half Term 1 <b>Context:</b> The Norman Conquest; contenders for the throne, Battle of Stamford Bridge, Battle of Hastings, controlling England <b>Key Vocabulary:</b> Chronology, Norman, oath, Witan, vassal, conquest, Feudal System, motte and bailey castle, rebellion, Domesday Book. <b>Prior Learning / LTM:</b> In year 6 they would have covered Anglo-Saxon England, links will be made with this prior learning. <b>Cultural Capital:</b> Understanding of how people in Norman England were ruled.</p>	<p>Half Term 2 <b>Context:</b> Life in the Middle Ages including; living conditions, access to water/health care, Black Death, compare to the Islamic World. <b>Key Vocabulary:</b> Barbaric, superstition, ignorance, sanitation, civilisation, invention, bubonic, flagellants, purgatory. <b>Prior Learning / LTM:</b> Living conditions in Anglo-Saxon England, feudal system. <b>Cultural Capital:</b> Understanding of how people in the Middle Ages lived and what people in the Middle Ages believed.</p>	<p>Half Term 3 <b>Context:</b> The Crusades (first, second, third), cause and consequence on English society. <b>Key Vocabulary:</b> Crusade, civilisation, Pope, Holy Land, Christianity, Islam. <b>Prior Learning / LTM:</b> Differences between Christian and Islamic world. <b>Cultural Capital:</b> Understanding of what motivates people to go to war and understanding of how to recognise the usefulness and limitations of sources.</p>	<p>Half Term 4 <b>Context:</b> Tudor England, Reformation, crime and social change. <b>Key Vocabulary:</b> Catholic, protestant, purgatory, Pope, Reformation, monastery, monarch and inference. <b>Prior Learning / LTM:</b> Tension between monarch and society, chronology and religious ideas. <b>Cultural Capital:</b> Understanding of the different religious beliefs of Tudor England.</p>	<p>Half Term 5 <b>Context:</b> The Spanish Armada <b>Key Vocabulary:</b> Catholic, Protestantism, monarch, armada, navy and interpretations. <b>Prior Learning / LTM:</b> Reasons why people invade, why England was a target, religious differences in Europe, conflict between Tudor monarchs. <b>Cultural Capital:</b> Impact of religious ideas and understanding of the ways we find out about the past.</p>	<p>Half Term 6 <b>Context:</b> English Civil War, causes and key events. <b>Key Vocabulary:</b> civil war, treason, monarch, parliament, royalist, roundheads, Protestant and Catholic. <b>Prior Learning / LTM:</b> Tudor England, religious changes. <b>Cultural Capital:</b> Impact of different religious and political ideas.</p>
Applying historical knowledge to explain second order concepts	X	X	X	X	X	X
Applying knowledge to source analysis questions		X	X	x		X
Use first order concepts with confidence accuracy and precisely	X	X	X	X	X	X
Able to make links between prior and new learning	X	X	X	X	X	X
Aware of how learning history helps them understand the world that they live in	X	X	X	X	X	X
<b>IMPACT</b>	<p>Assessment: GCSE explanation style question - 10 mark question + Progression to KS4: Anglo-Saxon and Norman England one of the four topics covered at GCSE.</p>	<p>Assessment: GCSE interpretation style questions - 3 and 5 mark questions + Progression to KS4: Links to people's health unit.</p>	<p>Assessment: GCSE source analysis question - 15 mark questions + Progression to KS4: NEA Topic – Crusades How to evaluate the utility of sources.</p>	<p>Assessment: GCSE explanation style question - 10 mark question + Progression to KS4: Explaining second order concepts, religious changes.</p>	<p>Assessment: GCSE evaluation question - 18 mark question + Progression to KS4: Evaluating cause and consequence</p>	<p>Assessment: GCSE source analysis style question - 7 mark question Progression to KS4: Source analysis and understanding how to measure significance.</p>

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory. + Students will have the opportunity to practise key skill first and work on targets set before next assessment. Low stake quizzes will be completed every lesson.