



Denton Community College 2019/20

Departmental Curriculum Map

Subject: History

Year Group: Year 7



	Autumn 1	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2	Summer 2
Topics	What historical skills will I need to become a Historian?	What part has migration played in shaping our country today?	What was life like in medieval England?	How did the Tudors and Stuarts shape British History?	End of year research project.
What will students do during this unit?	Students will be developing their basic historical skills such as inferences and source utility. These skills will then be embedded throughout the rest of the topics the students will study at key stage 3	Students will study how migration through the past has helped to shape the country we live in today. Students will look at the impact of the Roman invasion on Britain, the impact of the invasion of the Anglo Saxons and will complete a case study on the Norman invasion and impacts of this. Students will then focus on migration in the medieval, early modern and industrial period. Students will then look at how migration has developed in the modern period including the impacts of the Windrush generation on society today.	Students will learn what life was like during Medieval England focusing on the impact the Church has during this time and the problems this caused for the King. Students will also look at the causes, cures and impacts of the Black Death and how this lead to the peasants revolt.	Students will study what impact the reign of the Tudor and Stuart Monarchs had on shaping British History by looking at the importance of Henry VIII and the creation of the Church of England and the impact this had on the country and the rulers who followed him. Students will also learn about the impact the Stuart monarchs have had with a focus on why people tried to blow up King James I and how the country came to be at war with Charles I.	Students will be learning about the work of a key individual and what impact they have had on changing the past. Students will also be developing skills which will allow them to become independent learners.
When will students be assessed?	Students will be assessed on entry to allow us to gain an understanding of	Students will be assessed during the Norman invasion Case study, which	Students will be assessed during the Black Death Case study, which will be	Students will be assessed during their end of year exam.	At the end of the project

	the student's strengths and weaknesses.	will be mid-way through this unit of work.	mid-way through this unit of work.		
How will students be assessed?	A baseline test which tests the students on the key historical skills needed in History.	Students will need to explain three reasons why William the Conqueror won the Battle of Hastings. Students will need to construct a balance argument towards the following statement: 'The Norman conquest had the greatest impact on shaping our country today.' How far do you agree with this statement?	A source based enquiry into what life was like during the Middle Ages.	Testing prior knowledge and skills from the year. Skill will focus on the impact of the Tudors and Stuarts especially the Reformation.	Peer and teacher assessment of presentations, using the success criteria of the project.
Key Vocabulary	Inference Utility Basis Reliability Chronology Interpretations	Migration Windrush Change and Continuity William the Conqueror Peasants Lords	Knights Peasants Lords Flagellants Miasmas Cure Revolt Causation Sin	Reformation Church of England Protestant Catholic Change Continuity Civil War Causation Parliament	Research Individuals Significance Impact
Homework opportunities to broaden or deepen student knowledge	Homework will be set every two to three weeks.	Homework will be set every two to three weeks.	Homework will be set every two to three weeks.	Homework will be set every two to three weeks.	Homework will be set every two to three weeks.
Links to the National Curriculum	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and	The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066.	Development of the Church and the state in medieval England. Gain and deploy a historically grounded	The development of Church, state and society in Britain 1509-1745. Gain and deploy a historically grounded	They should pursue Historically valid enquiries including some they have framed themselves, and create relevant, structured

	<p>significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>	<p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p>	<p>understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p>	<p>and evidentially supported accounts in response.</p>
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