


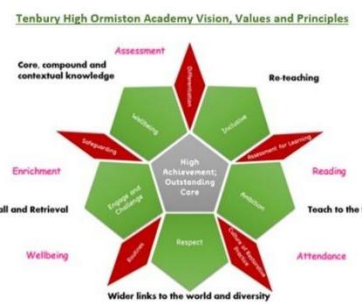







Curriculum Overview for History - Year 7 (Spring Term)

<p>Half Term 3: What would it be like to live in Medieval England?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> ● Knowledge of the standard of living, and public health, within medieval towns and cities ● Knowledge of the types of roles people undertook in the medieval age ● Knowledge of the role of hospitals and health in the medieval age ● Knowledge of the diet of medieval people ● Knowledge of crime and punishment methods used within the medieval age ● Knowledge of the death of Thomas Becket and the significance of this ● Knowledge of the role of the church within the medieval age, and the importance of the Pope within this ● Knowledge of the expulsion of the Jewish people ordered by Edward I in 1290 ● Knowledge of the contrasting world of medieval Islam and how this differs to Christian Europe ● Knowledge of the causes, symptoms and consequences of the Black Death ● Knowledge of the Peasant's Revolt and its consequences 		<ul style="list-style-type: none"> - Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class. - Syllabification of key words. - Pupils will analyse a variety of text sources, gaining inference from these. - Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context.
<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> - All lessons will pull upon one of the core skills of the subject: chronology, causation, change and continuity, source/interpretation analysis and judgement making. - These lessons will be formulated mainly around the concept of 'change and continuity'; and so pupils will examine a mixture of literary and archaeological evidence, as well as key events and people, to provide evidence on judgements about this. - This will also include the building of literacy and oracy skills to help pupils build greater 		<p>Public health, Manchester. Tanner, cooper, forester, blacksmith, butcher, weaver, miller, tailor, Lazar Houses, Bedlam hospitals, Hospitaliers, Pottage, Vagrancy, Trial by Ordeal, Thomas Becket, Henry II, Crusades, Papacy/The Pope, Excommunication, Expulsion, Edward I, Islam, Avicenna, Rhazes, The Black Death, Buboes, Bubonic Plague, Pneumonic Plague, Septicaemic Plague, Flagellants, The Peasant's Revolt, Watt Tyler, Richard II</p>
		<p>Assessment at the end of the unit will be made up of short answer questions, to check pupil's substantive knowledge, and long answer questions to help build confidence in historical writing.</p> <p>Collect scores from formative assessments in the classroom –</p>



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<p>confidence in developing answers both verbally and in writing.</p>		<p>multiple choice questions, low stakes.</p> <p>Completion of an extended piece of writing throughout the unit around key judgements.</p>
<p>Half Term 4: How stable was life under the Tudors?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Knowledge of the Battle of Bosworth and the establishment of the Tudor dynasty. • Knowledge of the reign of Henry VII and the challenges to his rule • Knowledge of the reign of Henry VIII, including his changes to religion, personal life, and other notable events from his reign • Knowledge of the experience of minorities during the Tudor Age; including the life of black people and the disabled • Knowledge of the reign of Edward VI and his changes to religion • Knowledge of the reign of Mary I and her changes to religion • Knowledge of the reign of Elizabeth I, including her changes to religion and establishment of the theater; as well as the Anglo-Spanish War and defeat of the Spanish Armada 	 	<ul style="list-style-type: none"> - Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class. - Syllabification of key words. - Pupils will analyse a variety of text sources, gaining inference from these. - Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context.
<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> - All lessons will pull upon one of the core skills of the subject: chronology, causation, change and continuity, source/interpretation analysis and judgement making. - These lessons will be formulated mainly around the concept of 'change and continuity'; and so pupils will examine a mixture of literary and archaeological evidence, as well as key events and people, 		<p>Battle of Bosworth, Richard III, Henry VII, House of York, House of Lancaster, Tudor rose, Lambert Simnel, Perkin Warbeck, Henry VIII, Catholicism, Protestantism, The Church of England, The Break with Rome, The Pilgrimage of Grace, The Dissolution of the Monasteries, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Katherine Howard, Katherine Parr, Catalina de Cardones, John Blanke, Edward VI, Lady Jane Grey, Mary Tudor/Mary I/Bloody Mary, Elizabeth I, The Religious Settlement, Puritanism, The Globe, William Shakespeare,</p>

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<p>to provide evidence on judgements about this.</p> <ul style="list-style-type: none"> - This will also include the building of literacy and oracy skills to help pupils build greater confidence in developing answers both verbally and in writing. 		<p>The gentry, Philip II of Spain, The Spanish Armada.</p>
		<p>Assessment at the end of the unit will be made up of short answer questions, to check pupil's substantive knowledge, and long answer questions to help build confidence in historical writing.</p> <p>Collect scores from formative assessments in the classroom – multiple choice questions, low stakes.</p> <p>Completion of an extended piece of writing throughout the unit around key judgements.</p>
		<p>Homework will be issued fortnightly for 30-40 minutes and will reinforce learning from the substantive knowledge.</p>

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