

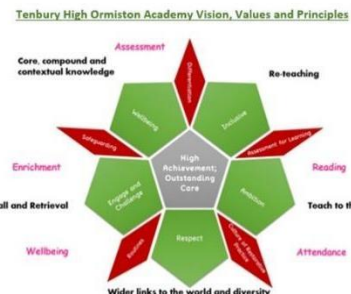





## Curriculum Overview for History - Year 7 (Summer Term)

<p><b>Half Term 5 - How did England change because of the Civil War?</b></p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of James' belief as King, particularly: the great chain of being and the divine right of Kings</li> <li>• Knowledge of Charles' attitude towards Parliament and the Eleven Years Tyranny</li> <li>• Knowledge of the disputes between Charles and Parliament and the attempted arrest of the 5 MP's</li> <li>• Knowledge of the two sides of the Civil War, Royalists and Parliamentarians, and the differences between these</li> <li>• Knowledge of the major conflicts of the Civil War, including: Edgehill, Marston Moor and Naseby</li> <li>• Knowledge of life for the average citizen during the time of the Civil War, including life for LGBT people during this time</li> <li>• Knowledge of the reasons behind the execution of Charles</li> <li>• Knowledge of the reputation of Oliver Cromwell, and how view of this differ</li> <li>• Knowledge of the various governments of the Interregnum</li> <li>• Knowledge of the Restoration and how Charles II returned the monarchy to England</li> </ul>		<ul style="list-style-type: none"> <li>- Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class.</li> <li>- Syllabification of key words.</li> <li>- Pupils will analyse a variety of text sources, gaining inference from these.</li> <li>- Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context.</li> </ul>
<p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>- All lessons will pull upon one of the core skills of the subject: chronology, causation, change and continuity, source/interpretation analysis and judgement making.</li> <li>- 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.</li> </ul>		<p>James I The Great Chain of Being The Divine Right of Kings Charles I Proroguing Dissolution Taxation Parliament Eleven Years Tyranny Roundhead Cavalier Battle of Marston Moor Battle of Edgehill Battle of Naseby Execution Oliver Cromwell Drogheda Interregnum Rump Parliament Barebones Parliament The Instrument of Government Lord Protector First Protectorate Parliament Rule of the Major Generals The Humble Petition and Advice</p>




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<p>- 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>		<p>Second Protectorate Parliament George Monck The Restoration Charles 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 – 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>
<p><b><u>Half Term 6 - How significant is the history of Tenbury Wells</u></b></p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the earliest recorded history of a settlement in Tenbury Wells and what this may have been like</li> <li>• Knowledge of Castle Tump and its potential significance in the history of Tenbury Wells</li> <li>• Knowledge of the record history of Tenbury (Temettebury) in the Domesday Book and what we can learn from this time</li> <li>• Knowledge of the royal charter given to the town market</li> <li>• Knowledge of the significance of Margery de Sapy and Kyrewood Priory to the town</li> </ul>		<ul style="list-style-type: none"> <li>- Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class.</li> <li>- Syllabification of key words.</li> <li>- Pupils will analyse a variety of text sources, gaining inference from these.</li> <li>- Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context.</li> </ul>

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<ul style="list-style-type: none"> <li>• Knowledge of the significance of the ‘wells’ for the town</li> <li>• Knowledge of the pump rooms and their significance</li> <li>• Knowledge of Tenbury’s importance during the festive season and what this tells us of the town</li> <li>• Knowledge of the significance of the orchards surrounding the town and what this tells us</li> <li>• Knowledge of the history of Tenbury High Ormiston Academy and how this fits into the broader history of Tenbury Wells</li> </ul>		<p>Iron Age Hill fort Motte and Bailey Castle Tump Temettebury Royal Charter Margery de Sapy Kyrewood Priory Tenbury Wells</p>
<p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>- All lessons will pull upon one of the core skills of the subject: chronology, causation, change and continuity, source/interpretation analysis and judgement making.</li> <li>- 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.</li> </ul>		<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>
<ul style="list-style-type: none"> <li>- 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.</li> </ul>		<p>Homework will be issued fortnightly for 30-40 minutes and will reinforce learning from the substantive knowledge.</p>

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