


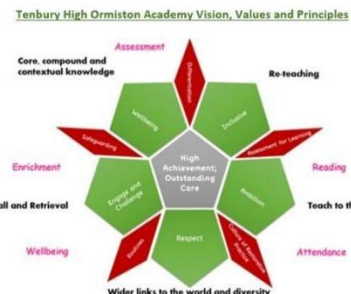




Curriculum Overview for History - Year 7 (Autumn Term)

<p>Half Term 1: What was the Ancient World like?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Knowledge of a polis and the geography of the Ancient Greek world • Knowledge of the Roman Empire and the makeup of the Senate • Knowledge of the origins of democracy in Ancient Athens • Knowledge of Greek and Roman entertainment and leisure activities • Knowledge of the makeup of the Roman army and the Roman conquest of Britain • Knowledge of the Greco-Persian wars and the Peloponnesian War • Knowledge of key Greek philosophers • Knowledge of Greek/Roman pantheons 		<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 confidence in developing answers both verbally and in writing. 		<ul style="list-style-type: none"> - Polis - Emperor - Senate - Consul - Democracy - Acropolis - Legion/Cohort - Legate/Centurion - Theatre - Tragedy/Comedy - Amphitheatre - Gladiator - Colosseum - Circus Maximus - Socrates/Plato/Aristotle - Pantheon
		<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>

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		<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><u>Half Term 2: How did the Norman Conquest change England?</u></p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Knowledge of the contenders for the throne in 1066 • Knowledge of the key events of the Norman Conquest (including the Battles of Gate Fulford, Stamford Bridge and Hastings) • Knowledge of the introductions/changes made to English society by the Normans • Knowledge of the development of castles <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 confidence in developing answers both verbally and in writing. 		<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.
		<ul style="list-style-type: none"> - Edward the Confessor - Edgar the Aethling - Harold Godwinson - William of Normandy/the Conqueror - Witan - Anglo-Saxon - Norman - Viking - The Domesday Book - The Feudal System - Harrying - Motte and Bailey - Concentric - Palace

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