| **KAA Curriculum Overview** | | History | Year 7 | **EOY Exam** | **Sequencing and Progression** | |
| --- | --- | --- | --- | --- | --- | --- |
| **Rationale**  The Year 7 History curriculum explores the fundamental skills required to succeed: recall, select and communicate their knowledge; using historical terminology; demonstrating their understanding through explanations; using historical sources to understand different interpretations in history; and demonstrating excellent spelling, punctuation and grammar in their work.  The programme of study will ensure all students are introduced to how history is constructed through the study of the Mediaeval and Early Modern world. They will be able to draw parallels across topics and explore core concepts such as religion, power, monarchy, and complex interactions between diverse communities and groups.  There are three strands to the Year 7 History curriculum:   * **Substantive knowledge: recurring historical concepts**, e.g. religion, power, monarchy, rebellion, conflict, and Empire. These themes recur throughout the KS3 curriculum. * **Substantive knowledge: the Mediaeval and Early Modern world**, e.g. the Norman Conquest, the Plantagenet Kings, the Crusades, Mediaeval Empires, and the Reformation. This begins a three-year chronological study, continuing into the 17th-19th centuries in Year 8 and the 20th century in Year 9. * **Disciplinary knowledge**, e.g. how to analyse significance, causation, similarity and difference, and historical evidence. | | | | The end-of-year exam will feature:   * 10 short-answer questions checking substantive knowledge across the whole Y7 curriculum (drawn from a specialised end-of-year exam knowledge organiser). * A four-mark source usefulness question. * A sixteen-mark ‘How far do you agree?’ question, which could relate to any disciplinary concept other than historical evidence or interpretations.   The source question and sixteen-mark question will relate to three key topics from across the year, most likely the Normans, the Crusades, and Tudor Religion.  Example of 2021-22 paper: <https://docs.google.com/document/d/1MKVvdCI49wTCFQJ14k7uhmNlT27Mi6yR/edit?usp=sharing&ouid=104942147249292077378&rtpof=true&sd=true> | Students arrive at KAA with varying levels of understanding of substantive and disciplinary concepts in History.  As an indication of prior knowledge, the KS2 National Curriculum for History primarily focuses on the following areas:   * Early and Ancient Civilisations (including Ancient Greece and the Roman Empire); * British history from the stone age to 1066; * A non-European society that provides contrasts with British History.   As such, our KS3 History curriculum mainly focuses on the Mediaeval period onwards. | In Year 7, students will encounter a number of core substantive and disciplinary concepts which they will build on in Year 8.  Disciplinary concepts:   * Change and continuity; * Causation; * Significance; * Similarity and difference; * Evidence; * Historical interpretations.   Substantive concepts:   * Conflict and tension; * Conquest; * Empire; * Gender; * Historical periods: Mediaeval, early modern, industrial, modern. * Monarchy; * Race; * Religion: Christianity (including Catholicism and Protestantism) and Islam; * Trade. |
| **Term (link to MTP)** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic studied & Fertile Question** | **Topic 1:** Health and medicine through time  **Fertile Question:** How have beliefs about the cause of disease changed over time? | **Topic:** The Norman Conquest  **Fertile Question:** Did the Norman Conquest ‘annihilate one kind of England’? | **Topic:** Challenges to political power in Mediaeval England  **Fertile Question:** Why did the Plantagenet monarchs face so many challenges? | **Topic 1:** The Crusades  **Fertile Question:** What impact did the Crusades have on the Mediaeval world? | **Topic 1:** Religion in Tudor England  **Fertile Question:** How useful are different sources for understanding the impact of the Reformation in England? | **Topic 1:** End-of-Year Revision  **Fertile Question:** How did religion, relations of power, and meetings of cultures change Britain and the wider world, 1000-1603? |
| **Topic 2:** World views in c1000  **Fertile Question:** How did people see the world in the year 1000? | **Topic 2:** Mediaeval Empires  **Fertile Question:** How similar were Mediaeval Empires? | **Topic 2:** Early Modern Americas  **Fertile Question:** How can we use artefacts to study the Aztec Empire? | **Topic 2:** Tudor society  **Fertile Question:** How much equality was there in Tudor England? |
| **Adjustments following last assessments / evaluation.** | Last year, students studied Sanitation through time and the Mali Empire under Mansa Musa in Aut1.   * In their Aut1 Big Write, students were able to identify changes and continuities in sanitation over time. However, in later topics, students often found it difficult to grasp how the Mediaeval world was different to the world today. As such, the sanitation unit is modified to focus more on the wider shifts in beliefs and worldviews between periods rather than the specifics of sanitation. * Students built a basic understanding of the Mali Empire, however there were limited opportunities to deepen their understanding of the core substantive concept of Empire through exposure to other examples at this point. As such the study of Mansa Musa is incorporated in a later study of Mediaeval Empires (this also creates a better chronological fit). * Students learned about early Islam and Baghdad in their Spr1 unit on the Silk Roads, but there are opportunities to compare with the Christian world, encountered briefly at the beginning of the Crusades unit, by moving to a similarity and difference-driven unit in Aut1. | The fertile question is adjusted from a causation-based enquiry around the Battle of Hastings to focus instead on change and continuity, better reflecting historical scholarship on this topic.  The notion of historical interpretations is introduced earlier this year, strengthening the presence of ‘the historian’ in the discipline and making it possible to incorporate interpretations throughout Year 7, as well as giving students more opportunities to practise understanding interpretations and using their own knowledge to evaluate them: many of these skills are also transferable to source analysis, encountered later in Year 7. The Norman Conquest, as a topic, is also better-suited to introduce interpretations than the Crusades.  Last year Autumn 2 ended up being split into three topics: one focusing on the Battle of Hastings, the second on how the Normans kept control, and a third on Castles. This fertile question brings together these different strands into a coherent whole. | Last year, causation as a disciplinary concept was introduced through a study of the Battle of Hastings. Looking at the causes of challenges to Mediaeval monarchs allows students to spend more time developing their understanding of causation and to consider broader categories of factors (e.g. religion, economics, and power, as opposed to William’s tactics, Harold’s mistakes, and luck). This will also encourage students to develop better explanations in their writing, since the link between the evidence and the factor is more complex and requires greater thought and elaboration.  In terms of content, at various points last year, Year 7 students studied Eleanor of Aquitaine, Magna Carta, and the Peasants’ Revolt. This unit brings these different strands together into a more coherent whole. The Black Death is considered again in terms of its wider consequences for society, rather than through the narrower lens of how it arrived in Europe via the Silk Roads. | In 2021-22, the Crusades were studied for a full term, beginning with the reasons why people went on Crusade and culminating in an interpretations-focused Big Write on Richard I (following lessons comparing him and Saladin). This fertile question aims to give a slightly more pointed focus to the study of the Crusades, building on students’ existing knowledge of religious differences and Mediaeval power structures by understanding the impact of religious conflict on the Mediaeval world in terms of those who went on Crusade, those who remained in Europe, and those living in the Holy Land.  Last year, KS3 students did not study significance as a disciplinary concept. This is partly down to the absence of significance from the Edexcel GCSE examination. However, this is an important historical concept in its own right which merits inclusion in the curriculum at KS3.  In 2021-22, students studied, at various points, the Islamic Empire, the Mali Empire, and the Mongol Empire. Topic 2 for Spr2 aims to bring the study of Empire together into one unit, allowing students to develop a deep understanding of this crucial substantive concept. Empire is a crucial concept in Year 8, when students look in detail at the Mughal and British Empires in the early modern and industrial periods.  The inclusion of the Mongol Empire ensures that no *content* from the Silk Roads unit studied in Spr1 2021-22 is lost, despite the removal of this unit. | Writing about the usefulness of sources is traditionally one of the skills which students at KS3 find most difficult. In 2021-22, students were introduced formally to writing about sources through a topic on the Silk Roads. Ultimately, the scarcity of detailed and accessible sources on this topic made it harder for students to succeed in this Big Write, where scores were lower than over the rest of Year 7. In contrast, there are an abundance of sources on religion in Tudor England.  This also places source skills closer to the End-of-Year exam, so that this disciplinary knowledge is fresher for students.  Though this is arguably a late stage in Year 7 to introduce source-based *writing*, this does not mean that students will not encounter sources earlier in Year 7: rather, this is the first time they will be evaluating their usefulness rather than using them to make inferences or generate follow-up questions. | A fertile question is introduced for revision lessons to encourage students to consider the ‘Big Picture’ of Year 7.  Rather than focusing solely on Black Tudors, the post-exam enquiry is broadened to include gender, class, and other migrant groups to early modern England. The impact of gender and race on people’s lived experiences is an important theme which students return to in Year 8 and 9, and so this unit helps create a clear point of comparison. |
| **Key knowledge and skills students need to have gained by the end of the unit** | **Health and medicine through time**  **Substantive knowledge:**   * Chronology of the Ancient, Mediaeval, Early Modern, Industrial, and Modern periods, and fundamental differences between each of these time periods. * Different ideas about the cause of disease: religion, the Four Humours, miasmas, Germ Theory, genetics. * Key events: Black Death 1348, Great Plague 1665, Cholera epidemics, discovery of structure of DNA. * Key individuals: Hippocrates,Louis Pasteur, Rosalind Franklin.   **Disciplinary knowledge:**   * Difference between change and continuity. * Language for describing the extent of change over time. * Using a PEE paragraph structure to frame ideas about a question.   **World views in c1000**  **Substantive knowledge**   * The development of Christianity and Islam pre-1000, including Pagan influences in Christianity. * Differences between Western and Eastern Christianity: rituals and innovations. * The Pope, Patriarchs, and the Pentarchy; * Major places in the Mediaeval world: England under Cnut, Constantinople; and Baghdad.   **Disciplinary knowledge**   * Ability to identify and explain similarities and differences between contemporaneous religions and cities. | **The Norman Conquest**  **Substantive knowledge:**   * England in the reign of Edward the Confessor: its political, religious, and economic characteristics and appeal to prospective conquerors. * The 1066 succession crisis and the strengths and weaknesses of claimants to the throne: Harold Godwinson, William of Normandy, and Harald Hardrada. * Conflict in England in 1066: Hardrada’s invasion and the Battle of Hastings. * Rebellions against William and the Harrying of the North. * Changes to the landscape: the nature and purpose of Norman castles. * Social hierarchy: the development of the Feudal System under William I. * The experiences of Saxon Noblewomen after the Norman Conquest. * Changes in religion under Norman rule; * The Domesday Book and land ownership.   **Disciplinary knowledge:**   * Difference between change and continuity. * Language for describing the extent of change over time. * What an historical interpretation is. * The fact that historians have different interpretations of the past. * How to use own knowledge to evaluate another historians’ interpretation. | **Challenges to political power in Mediaeval England**  **Substantive knowledge:**   * The succession crisis of 1141 and the civil war between Stephen and Matilda. * Challenges to Henry II: the murder of Thomas Becket; the role of Eleanor of Aquitaine; and the Great Revolt. * The role of Barons and the reduction of royal power: King John and Magna Carta; Henry III, Simon de Montfort, and the first Parliament. * The social and political impact of the Black Death. * The causes and consequences of the Peasants’ Revolt of 1381.   **Disciplinary knowledge:**   * Thinking, speaking, and writing about causation in terms of: how causes interrelate; sorting into long- and short-term; classifying causes into wider categories or factors; and judging the relative importance of different causes. | **The Crusades**  **Substantive knowledge:**   * The causes of the First Crusade: challenges to the Byzantine Empire and the role of the Pope. * The reasons why Europeans went on Crusade: wealth, power, and religion. * The impact of the Crusades on: the Crusaders themselves; the Crusader states; and Europe during and after the Crusades.   **Disciplinary knowledge:**   * Making judgements on significance: the *results* of historical events, how *revealing* they are, and how they are *remembered*.   **Mediaeval Empires**  **Substantive knowledge:**   * Defining ‘Empires’ and related key terminology, e.g. colony. * Edward I and conflict with Scotland; * Mansa Musa and the Mali Empire; * Genghis Khan and the Mongol Empire.   **Disciplinary knowledge:**   * Similarity and difference: how to construct categories for similarity and difference; challenging generalisations. | **Religion in Tudor England**  **Substantive knowledge**   * Changing ideas in the Renaissance. * Early Modern Catholicism and the causes of the Reformation. * The spread of Reformation ideas. * The English Reformation under Henry VIII. * Religion under the mid Tudors: Edward and Mary. * Elizabethan religious settlement and conflict with Spain.   **Disciplinary knowledge**   * How historians use sources to find out about the past. * Using own knowledge to evaluate how the content of sources is useful.   **Early Modern Americas**  **Substantive knowledge**   * The locations of and differences between the Aztec, Inca, and Maya. * How artefacts can be used to make inferences about daily life in the early modern Americas; * The Spanish conquests of the Aztec and Inca Empires.   **Disciplinary knowledge:**   * Making inferences from physical sources. * Using own knowledge to evaluate how the content of sources is useful. | **Tudor society**  **Substantive knowledge**   * The social hierarchy in Tudor England and the treatment of the Elizabethan poor. * The experiences of migrants to England: Protestant refugees and African migrants. * The experiences of women in Tudor England: life for married women, and the impact of gender on Mary I and Elizabeth I.   **Disciplinary knowledge**   * Similarity and difference: how to construct categories for similarity and difference; challenging generalisations. |
| **How is understanding assessed at the end of the unit?** | Big Write at end of Topic 1 answering the Fertile Question. Students write three paragraphs explaining how sanitation changed (including the extent of change) over three different time periods. | Big Write at the end of Aut2 answering the fertile question. Students write 2-3 paragraphs explaining the ways in which they agree and disagree with Simon Schama’s interpretation, using their own knowledge of the Norman Conquest and of how to describe patterns of change and continuity to evaluate his view. | Big Write towards the end of Spr1 answering the fertile question. Students write three paragraphs comparing the importance of different factors (religion, power, money, gender) which led to the power of monarchs being challenged and reaching a judgement on which was most important. | Big Write at end of topic 1. Students write three paragraphs explaining the significance of the Crusades for different places or groups and at different times.  Topic 2 - final lesson finishes with extended demonstration task where students create a table assessing similarities and differences across different categories. | Big Write at the end of topic 1. Students write two paragraphs about two separate sources, evaluating how useful they are.  Topic 2 - final lesson demonstration task writing a caption for a museum display of an historical artefact. | End-of-Year exams typically take place in week 3, followed by a review lesson in week 5.  Topic 2 - final lesson demonstration task where students compare the experiences of different minority or disadvantaged groups to reach overall judgement on Fertile Question. |