

# HISTORY Year 7

We aim to spark and nurture students' interest in, and enthusiasm for, History, and equip them with the academic skills and knowledge they need to write, think and debate like a historian. We want students to challenge perceptions about the world around them. We want to give the students the opportunity to be able to formulate and substantiate their own views and interpretations in a critical and analytical way. We endeavour to develop students who:

- question the world around them and not just accept what they see and read at face value.
- develop an appreciation of our similarities and common experiences as well as our differences and who are tolerant of other cultures.
- engage with events in the past, and draw contemporary parallels which allow them to challenge prejudice and discrimination.
- develop a wide set of skills that are highly valued by employers.

## Curriculum overview:

*Some History groups in the current Year 7 have 2 different teachers. They will study different units with their 2 respective teachers. As a result, they will be studying these 5 units simultaneously, and will have covered all 5 in depth by the end of the year*

What is history?	The Stuarts	Suffrage	Anglo Saxon and Norman England	Witchcraft
Students will use sources to look at case studies and develop history skills, of chronology, bias, differing interpretations and analysis looking at case studies and to solve the mysteries of Tollund	Students will learn via introduction and development of Chronological understanding and causation which are needed, amongst other topics and skills for the 'narrative account' question in	Students will learn through the introduction and development of similarity and difference, causation, the role of the individual, change and continuity, what factors can alter	Students will learn through the introduction and development of similarity, difference, causation, change and continuity which are needed, amongst other	Students will learn that Witches proved to be a popular target and in 1542 witchcraft was punishable by death. During this period, witches were believed to have been in a

Man and the Ice Mummies of Mount Ampato.	the British America GCSE Unit. Leading to deeper understanding of key skills and assessment objectives in KS4	public perception. Which are skills which develop and are needed, amongst other topics for the 'Weimar and Nazi Germany' topic. Additionally, the introduction of analysis, evaluation and the use of sources, contemporary to the period, to be able to make substantiated judgements in the context of historical events studied.	topics for the 'Anglo-Saxon and Norman England GCSE Topic. Leading to students being able to make substantiated judgements about interpretations, including how and why interpretations may differ, in the context of historical events studied.	pact with Satan and capable of inflicting harm upon their enemies. However, people were happy to use their religious beliefs as an excuse to take revenge on those people that they mistrusted, or disliked, by accusing them of witchcraft. The Catholic church used witches and witchcraft to keep people believing in God.
<b>Important vocabulary:</b>	<b>Important vocabulary:</b>	<b>Important vocabulary</b>	<b>Important vocabulary</b>	<b>Important vocabulary</b>
Bias Interpretation Chronology Primary Source Secondary Source	Bias Interpretation Chronology Causation Change and continuity	Interpretations Causation Chronology Change and continuity Evaluation Analysis	Battle of Hastings Revolt Succession Motte and Bailey Harrying Marcher Feudal Forest laws Reforms	Interpretations Causation Chronology Change and continuity Evaluation Analysis Heresy Swimming Matthew Hopkins

### Key staff contacts:

Mr Chalk: Subject Leader for History: [j.chalk@fi.coastandvale.academy](mailto:j.chalk@fi.coastandvale.academy)

Mrs Rowland: Faculty Leader: [j.rowland@fi.coastandvale.academy](mailto:j.rowland@fi.coastandvale.academy)

## What are our curriculum aims for your child in year 7?

- understand historical concepts such as continuity and change
- cause and consequence
- similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends,
- frame historically-valid questions and create your own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims,
- discern how and why contrasting arguments and interpretations of the past have been constructed
- understand the connections between local, regional, national and international history
- understand the connections between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Ask your child questions about what they have been learning in History

Ask your child to explain why they are learning about different topics

Watch a film together about the topic being studied

Practice tricky spellings together.

## How will you assess my child's progress?

Assessment of learning takes many forms. We assess how your child is learning through their written and oral responses.

At KS3, this will be once per unit and will usually be towards the end of the unit (see Programme of study for details). A unit is forecast to span over a half term where students have 3 lessons a fortnight at KS3.

Detailed teacher feedback will link to subject specific skills or knowledge.

Please feel free to contact us to discuss our assessment policy in depth.