

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:

All of the 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? 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 Man and the Ice Mummies of Mount Ampato.	How did William I assert his authority in England? Students will study the only time that Britain has been successfully invaded, and the causes and consequences of the Norman invasion on Anglo-Saxon law, social structure, culture, religion.	Why were women given the vote in 1918? Students will be encouraged to develop their history skills of similarity and difference (focused on the perception of women, alongside causation (what caused this changed in public perception and the law); change and continuity (law changed, but continuity of public perception); and use of sources, to be able to make substantiated judgements in the context of historical events. Students will investigate and analyse how 'civil power' can challenge governmental and societal acceptable norms including the challenge to the patriarchal society.
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Important vocabulary:	Important vocabulary:	Important vocabulary:
Bias Chronology Interpretation Primary Source Secondary Source	Angles Saxons Motte Bailey Hastings Rebellion Marcher	Suffrage Martyr (WSPU) Suffragists (NUWSS) Victorian
Should the period 1500 - 1750 be considered a “Scientific Revolution”? Students will embed their history skills looking specifically at the assertion that ‘James VI/I was the wisest fool in Christendom.	What were the causes and outcomes of the Anglo-Saxon rebellions? Students will study Britain before 1066: how rule changed, the introduction of the ‘Feudal System’ and the liturgical society, and what happened to people who dared challenge the King’s authority.	
Important vocabulary:	Important vocabulary:	
Democracy Autocracy Treason Interregnum New Model Army	Feudal Domesday Forest Anglo-Saxon Norman Harrying	

Key staff contacts:

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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
- use these concepts 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.

How can I help my child be successful in History?

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

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

Look at different examples of protest, for example American Civil Rights

Watch a film together about the topic being studied

Practise 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.

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