

Year 7 Big Picture – History

<i>Autumn 01</i> <i>Weeks 1 – 7 (7 weeks)</i>	<i>Autumn 02</i> <i>Weeks 9 – 15 (7 weeks)</i>	<i>Spring 01</i> <i>Weeks 18-23 (6 weeks)</i>
<p>Content: World views in 1000AD</p> <ol style="list-style-type: none"> 1. Introduction to History and then baseline test. 2. World views in 1000AD <p>The unit is framed by the broad enquiry question of ‘How connected was the world in 1000?’ which is investigated via two smaller enquiries that each focus on a significant location in the medieval world and, crucially, what historians can learn about these worlds from a study of this location. The conceptual focus of each enquiry is historical significance, explored through the lens of ‘revealing’, which encourages students to consider what historians can learn about a ‘bigger idea’ or ‘bigger picture’ from the locations and stories explored.</p> <p><i>Skills: Significance and source inference</i></p> <p><i>Cultural Capital: Art, science, technology in medieval Europe and Baghdad.</i></p>	<p>Content: The Norman conquest</p> <p>This unit aims to provide a thorough understanding of England in 1066 and the events surrounding the Norman conquest.</p> <p>As teachers we are aiming to help students make the transition to secondary history with this unit by learning that history is more than the story of an event, or a person, but also something they will ‘do’. We are aiming for students to learn the content properly through repetition and low stakes quizzing and to start to gain a rounded understanding of historical substantive concepts like castle, monarch, battle, etc.</p> <p><i>Skills: significance and source inference</i></p> <p><i>Cultural Capital: Speaking and listening skills. Changes in British landscape due to invasions.</i></p>	<p>Content: Religion in the Middle Ages</p> <p>This unit aims to give students an overview of the power and impact of religion in the medieval period. Religion has already appeared in previous units, so this should entrench and extend previous learning and give students some idea as to the change from an Anglo-Saxon pagan island to an Anglo-Norman Christian state. An understanding of the role of the church is required, not just to better understand the medieval period, but to be able to engage with early modern history in year 8 and beyond.</p> <p><i>Skills: Significance and source inference</i></p> <p><i>Cultural Capital: Expose students to religious diversity and tolerance.</i></p>
<p>Assessment Objectives</p> <p>Baseline test that focuses on skills that may have been developed in KS2.</p> <p>Mini test: Extended piece of writing: Explain why Baghdad was important in the medieval period. (12 marks)</p>	<p>Assessment Objectives</p> <p>Assess what we can learn and infer from interpretations. (4marks)</p> <p>Big test assessing Units 1,2 and 3.</p> <p><i>Knowledge section</i></p> <p><i>Source inference section</i></p> <p><i>Extended writing section</i></p>	<p>Assessment Objectives</p> <p>Explain a range of ways in which religion affected medieval society, apply a criterion to assess significance</p> <p>Conclude as to the extent to which religion was significant in medieval society</p> <p>Extended piece of writing in response to the question:</p>
<p>Mini test 1 extended writing</p>	<p>Mini test 1 – source inference</p> <p>Mini test 2 Extended writing</p>	<p>Big test 1: Knowledge, source analysis and extended writing.</p>

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<p><i>Spring 02</i> <i>Weeks 25 – 30(6weeks)</i></p>	<p><i>Summer 01</i> <i>Weeks 33 – 37 (5weeks)</i></p>	<p><i>Summer 02</i> <i>Weeks 39 – 45 (7 weeks)</i></p>
<p>Content How successful were the challenges to the power of medieval monarchs? This topic will focus on key events that challenged the power and rule of medieval kings. Edward I is a case study, King John and the Baron’s challenge and the creation of the Magna Carta. The topic also focuses on the causes and outcomes of the peasant’s revolt.</p> <p><i>Skills: starting to look at narrative accounts and further work on causation. Source and interpretation.</i></p> <p><i>Cultural capital: Beginning of democracy</i></p>	<p>Content: Medieval Mali and Mansa Musa</p> <p>What does the life of Mansa Musa reveal about Medieval Mali?</p> <p>This topic serves as an opportunity to understand the medieval period beyond the borders of England. The unit is important for students to identify that there were powerful empires and leaders beyond Europe and the Catholic Church and to give students a grounding in precolonial African history.</p> <p>Conceptually, this is students first encounter with ‘empire’. It is important for them to develop this conceptual understanding, which will be built upon in year 8. Ideas such as trade, religion, ambition, and wealth are important cornerstones which are returned to in each lesson.</p> <p><i>Skills: Significance, source analysis.</i></p> <p><i>Cultural capital: Empire, Culture</i></p>	<p>Content Independent project Students will choose a topic of their choice and spend 3 weeks planning and researching their topic. Students will have to come up with an enquiry question which will be approved by the class teacher. This will then be presented to the rest of the class.</p> <p>Revision and preparation for End of Year test</p> <p><i>Skills: independent research, articulating a judgement and staring to look at why interpretations may differ.</i></p> <p><i>Cultural capital: Independent research and speaking and listening.</i></p>
<p>Assessment Objectives Explain the causes, events and outcomes of a number of different challenges to medieval monarchs Make judgements about the extent of similarity and difference with regard to their respective causes, events and effects.</p>	<p>Assessment Objectives Use sources to evaluate the importance of Mansa Musa and Medieval Mali.</p>	<p>Assessment Objectives Independent research applying skills learnt throughout the year. Speaking and listening skills.</p> <p>United Learning end of year test.</p>
<p>Mini test 1 extended writing</p>	<p>Mini test 1 source usefulness Mini test 1 extended writing</p>	<p>Big Test 2 : Knowledge, source analysis and extended writing.</p>