

# Curriculum Intent, Implementation and Impact 2022-2023

Subject History

Year group: 7

Periods per fortnight: 2

## INTENT:

History education within The Buckingham School aims to allow students to appreciate how Britain and the wider world have been shaped by their pasts. Additionally, for students to recognise the diversity of societies (in particular British society) and how they have come to be so. Through the delivery of this curriculum, students will be able to apply the key historical concepts of chronology, change and continuity, cause and consequence, similarity and difference, significance, using historical evidence and understanding interpretations. In addition, the curriculum focuses on 11 substantive concepts that the content of the curriculum will allow all students to develop across the course of the Key Stage. These concepts are class, democracy, empire, invasion, migration, monarchy, parliament, power, protest, religion and trade. The curriculum will enable the needs of all groups to be met by giving students the confidence and opportunities to ask questions about the past and to develop resilience within a safe and challenging environment. This will be achieved through a combination of depth studies and overview units, all based around key questions that will allow students to develop their contextual knowledge, along with their historical skills. The curriculum is designed to nurture respect for, and understanding of, different cultures and beliefs, along with an appreciation for how past events have shaped modern societies. The curriculum addresses the school virtues by fostering a learning atmosphere which revolves around having empathy for others and the curiosity to delve into the lives of those who have shaped the world in which we live.

## IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term  14 weeks	<b><u>Introduction to History</u></b> Key content: <ul style="list-style-type: none"><li>Using artefacts as evidence</li><li>Baseline assessment</li></ul> Extended writing practice opportunities: Baseline assessment questions  Assessment focus: Key skills  <b><u>What can a burial site in Wolverton tell us about Anglo-Saxon England?</u></b> <b>N.B. This unit will be delivered in the Summer Term of Year 7 for the 2022-2023 academic year only.</b>  Key content: <ul style="list-style-type: none"><li>Key discoveries made at an Anglo-Saxon burial site in Wolverton</li><li>What we can learn about Anglo-Saxon England from the discoveries made at an Anglo-Saxon burial site in Wolverton</li></ul>	<b><u>Introduction to History</u></b> Homework outline: Evidence bag swap          <b><u>What can a burial site in Wolverton tell us about Anglo-Saxon England?</u></b> Homework outline: 1. Life in Anglo-Saxon England 2. Using archaeological evidence	<b><u>Introduction to History</u></b> <ul style="list-style-type: none"><li>Discuss learning at home</li><li>Talk historically (use of specialist language)</li></ul>          <b><u>What can a burial site in Wolverton tell us about Anglo-Saxon England?</u></b> <ul style="list-style-type: none"><li>Discuss learning at home</li><li>Talk historically (use of specialist language)</li><li>Watch historical programmes (documentaries, Horrible Histories, etc)</li><li>Active support with extended learning on Google Classroom</li></ul>

	<ul style="list-style-type: none"> <li>What we can learn about Anglo-Saxon Wolverton from the burial site</li> </ul> <p>Extended writing practice opportunities: Assessment answering the question 'What can a burial site in Wolverton tell us about Anglo-Saxon England?</p> <p>Assessment focus: Using Historical Evidence</p> <p><b><u>How far did Anglo-Saxon England survive the Norman Conquest?</u></b></p> <p>Key content:</p> <ul style="list-style-type: none"> <li>Anglo-Saxon England before the Norman Conquest</li> <li>Anglo-Saxon England during the Norman Conquest</li> <li>Anglo-Saxon England after the Norman Conquest</li> </ul> <p>Extended writing practice opportunities: Assessment answering the question 'How far did Anglo-Saxon England survive the Norman Conquest?'</p> <p>Assessment focus: Change and Continuity</p>	<p><b><u>How far did Anglo-Saxon England survive the Norman Conquest?</u></b></p> <p>Homework outline:</p> <ol style="list-style-type: none"> <li>Battle of Hastings</li> <li>Stephen and Matilda</li> </ol> <p><b><u>Interleaving opportunities</u></b></p> <p>Links with the Year 7 'What can a burial site in Wolverton tell us about Anglo-Saxon England?'</p>	<p><b><u>How far did Anglo-Saxon England survive the Norman Conquest?</u></b></p> <ul style="list-style-type: none"> <li>Discuss learning at home</li> <li>Talk historically (use of specialist language)</li> <li>Watch historical programmes (documentaries, Horrible Histories, etc)</li> <li>Active support with extended learning on Google Classroom</li> </ul>
<p>Spring Term</p> <p>12 weeks</p>	<p><b><u>What posed the greatest challenge to the authority of medieval monarchs?</u></b></p> <p>Key content:</p> <ul style="list-style-type: none"> <li>Stephen and Matilda</li> <li>Henry II and Thomas Becket</li> <li>King John and Magna Carta</li> <li>The Black Death</li> <li>The Peasants' Revolt</li> <li>Simon de Montfort and Parliament</li> </ul> <p>Extended writing practice opportunities: Assessment answering the question 'What posed the greatest challenge to the authority of medieval monarchs?</p> <p>Assessment focus: Significance</p> <p><b><u>Who was the real Richard I?</u></b></p> <p>Key content:</p> <ul style="list-style-type: none"> <li>Early life of Richard I</li> <li>Richard's involvement in the Crusades</li> <li>Richard's performance as King of England</li> <li>How Richard has been interpreted</li> </ul>	<p><b><u>What posed the greatest challenge to the authority of medieval monarchs?</u></b></p> <p>Homework outline:</p> <ol style="list-style-type: none"> <li>Henry II and Thomas Becket</li> <li>The Black Death</li> <li>Simon de Montfort and Parliament</li> </ol> <p><b><u>Interleaving opportunities</u></b></p> <p>Links with the challenges faced by William I that are covered in the Year 7 'How far did Anglo-Saxon England survive the Norman Conquest?'</p> <p><b><u>Who was the real Richard I?</u></b></p> <p>Homework outline:</p> <ol style="list-style-type: none"> <li>The Crusades</li> <li>Different interpretations of Richard I</li> </ol> <p><b><u>Interleaving opportunities</u></b></p> <p>Links with the challenges faced by medieval monarchs in the Year 7 'What posed the greatest challenge to the authority of medieval monarchs?' unit.</p>	<p><b><u>What posed the greatest challenge to the authority of medieval monarchs?</u></b></p> <ul style="list-style-type: none"> <li>Discuss learning at home</li> <li>Talk historically (use of specialist language)</li> <li>Watch historical programmes (documentaries, Horrible Histories, etc)</li> <li>Active support with extended learning on Google Classroom</li> </ul> <p><b><u>Who was the real Richard I?</u></b></p> <ul style="list-style-type: none"> <li>Discuss learning at home</li> <li>Talk historically (use of specialist language)</li> <li>Watch historical programmes (documentaries, Horrible Histories, etc)</li> <li>Active support with extended learning on Google Classroom</li> </ul>

	<p>Extended writing practice opportunities: Assessment answering the question 'Who was the real Richard I?'</p> <p>Assessment focus: Understanding Interpretations</p>		
<p>Summer Term</p> <p>12 weeks</p>	<p><b><u>What made the Mali Empire so successful?</u></b> Key content:</p> <ul style="list-style-type: none"> <li>• Creation of the Mali Empire</li> <li>• Magna Carta and the Kouroukan Fouga</li> <li>• Mansa Musa</li> <li>• Islam in the Mali Empire and beyond</li> <li>• Life in C14th Mali vs life in C14th England</li> <li>• Mali culture</li> </ul> <p>Extended writing practice opportunities: Assessment answering the question 'What made the Mali Empire so successful?'</p> <p>Assessment focus: Cause and Consequence</p> <p><b><u>How did Europeans experience the Reformation in different ways?</u></b> Key content:</p> <ul style="list-style-type: none"> <li>• Lutheranism</li> <li>• Calvinism</li> <li>• The Reformation in Switzerland, Germany, England and France</li> <li>• Catholics, Reformation and Counter-Reformation</li> <li>• Women and the Reformation</li> </ul> <p>Extended writing practice opportunities: Assessment answering the question 'How did Europeans experience the Reformation in different ways?'</p> <p>Assessment focus: Similarity and Difference Knowledge and Understanding Review</p>	<p><b><u>What made the Mali Empire so successful?</u></b> Homework outline:</p> <ol style="list-style-type: none"> <li>1. Sundiata Keita</li> <li>2. Mansa Musa</li> <li>3. Ibn Battuta</li> </ol> <p><b><u>Interleaving opportunities</u></b> Links with Magna Carta, Black Death and Peasants' Revolt lessons from the Year 7 'What posed the greatest challenge to the authority of medieval monarchs?' unit.</p> <p>Links with the Crusades lesson from the Year 7 'Who was the real Richard I?' unit.</p> <p><b><u>How did Europeans experience the Reformation in different ways?</u></b> Homework outline:</p> <ol style="list-style-type: none"> <li>1. Martin Luther</li> <li>2. Henry VIII and the Reformation</li> <li>3. The Counter-Reformation</li> </ol> <p><b><u>Interleaving opportunities</u></b> Links with the power of the Church lessons from the Year 7 'What posed the greatest challenge to the authority of medieval monarchs?' unit.</p>	<p><b><u>What made the Mali Empire so successful?</u></b></p> <ul style="list-style-type: none"> <li>• Discuss learning at home</li> <li>• Talk historically (use of specialist language)</li> <li>• Watch historical programmes (documentaries, Horrible Histories, etc)</li> <li>• Active support with extended learning on Google Classroom</li> </ul> <p><b><u>How did Europeans experience the Reformation in different ways?</u></b></p> <ul style="list-style-type: none"> <li>• Discuss learning at home</li> <li>• Talk historically (use of specialist language)</li> <li>• Watch historical programmes (documentaries, Horrible Histories, etc)</li> <li>• Active support with extended learning on Google Classroom</li> </ul>

#### IMPACT:

The impact of the curriculum for this year group will be measured using classwork, homework and in-class assessments.

The in-class assessments are based on the Mastery Curriculum. Students can achieve a grade of Emerging, Developing, Securing, Mastering or Mastery in each of the seven

History skills that are developed during Key Stage 3. The skills are:

- Knowledge and Understanding
- Change and Continuity
- Similarity and Difference
- Cause and Consequence
- Significance
- Using Historical Evidence
- Understanding Interpretations

Each assessment focuses on the key history skill that the students have developed during the unit. Each assessment takes the form of a piece of extended writing, except for the Knowledge and Understanding assessment, which is conducted as a Google quiz.