

Curriculum Intent, Implementation and Impact 2021-2022

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 has 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, significance, source reliability, validity of historians' interpretations and forming judgements. In addition, students will be able to understand examples of progress, regress and turning points throughout history. 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 the delivery of primarily thematic units. 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	<p><u>Introduction to History</u> Key Questions: What can I learn from evidence? What History skills do I already possess?</p> <p>Extended writing practice opportunities: Baseline assessment questions</p> <p>Assessment focus: Key skills</p> <p><u>Everyday Life</u> Key Questions: When would you most like to live? Did everyone in the Middle Ages have the same standard of living? What can sources tell us about medieval life? How did the Black Death affect the lives of medieval people? Why were the peasants revolting? What was life like in the 1660s? Did life change between the Middle Ages and the 1660s? Would I rather live in a 19th century village or town? Why did so many 19th century people move to towns?</p>	<p><u>Introduction to History</u> Homework outline: Evidence bag swap</p> <p><u>Everyday Life</u> Homework outline: 1. Medieval life 2. Black Death 3. Samuel Pepys 4. Lark Rise to Candleford 5. Industrial Revolution</p>	<p><u>Introduction to History</u></p> <ul style="list-style-type: none"> ● Discuss learning at home ● Talk historically (use of specialist language) <p><u>Everyday Life</u></p> <ul style="list-style-type: none"> ● Discuss learning at home ● Talk historically (use of specialist language) ● Watch historical programmes (documentaries, Horrible Histories, etc) ● Active support with extended learning on Google Classroom

	<p>Extended writing practice opportunities: Why did people rebel in 1381 when they had not rebelled before? Did life change between the Middle Ages and the 1660s?</p> <p>Assessment focus: Key skills and prior content</p>		
<p>Spring Term</p> <p>12 weeks</p>	<p><u>Power and Democracy</u> Key Questions: What was so dramatic about 1649? Why did Henry II agree to be whipped? How was Thomas Becket murdered? Is King John the weakest link? Why did Henry VIII fall out with the Pope? Why did Parliament kill the King? Why did Parliament become more powerful than the monarch? How should Sarah and Alice try to win votes for women? Why did women win the right to vote in 1918?</p> <p>Extended writing practice opportunities: What was so dramatic about 1649? Thomas Becket source analysis</p> <p>Assessment focus: Key skills and prior content</p>	<p><u>Power and Democracy</u> Homework outline: 1. Richard II 2. Magna Carta 3. English Civil War 4. Peterloo Massacre 5. Female suffrage</p> <p><u>Interleaving opportunities</u> Medieval rebellions – link to Peasants’ Revolt lesson from the ‘Everyday Life’ unit.</p>	<p><u>Power and Democracy</u></p> <ul style="list-style-type: none"> ● Discuss learning at home ● Talk historically (use of specialist language) ● Watch historical programmes (documentaries, Horrible Histories, etc) ● Active support with extended learning on Google Classroom
<p>Summer Term</p> <p>12 weeks</p>	<p><u>20th Century USA</u> Key Questions: How did young Americans have a good time in the 1920s? What caused prohibition in America? Why was Henry Ford so important to American industry? What can we learn about 20th century America from the Charleston? What was the Wall Street Crash? What was the KKK? Who shot JFK?</p> <p>Extended writing practice opportunities: How the young had fun hypothesis conclusion ‘Anti-German feeling was the main reason why the Volstead Act was introduced’. How far do you agree with this statement?</p> <p>Assessment focus: Key skills and prior content</p>	<p><u>20th Century USA</u> Homework outline: 1. Prohibition 2. Origins of the Charleston 3. Origins of the KKK 4. Background of JFK 5. JFK presentation preparation</p> <p><u>Interleaving opportunities</u> Henry Ford – Industrial Revolution lesson from the ‘Everyday Life’ unit.</p>	<p><u>20th Century USA</u></p> <ul style="list-style-type: none"> ● Discuss learning at home ● Talk historically (use of specialist language) ● Watch historical programmes (documentaries, Horrible Histories, etc) ● Active support with extended learning on Google Classroom

IMPACT:

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