

# Landau Learner Curriculum Overview

Subject: **History**

Director of Learning: **Mr J. Patel**

Year: **7**

| Curriculum organisation   |  |  |  |  |
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| Students are taught in mixed ability for the equivalent of 4 sessions per fortnight.  |  |  |  |  |
| What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*   |  |  |  |  |
| Term 1:   | Term 2:  | Term 3:  | Term 4:  | Term 5:  |
| How did an English 'identity' develop?  | Power in Medieval England - Who gains the most in the middle ages Church, State or society?  | Renaissance England - Who gains the most during the Renaissance Church, State or society?  | The British Empire - How did Britain begin to shape the wider world?   | Revolutions – including a Local History Study on Derby and the Industrial Revolution   |
| <p>*Links: <b>Prior learning KS2:</b> Students will build on their knowledge from KS2 of History. The study of an aspect or theme in British History that consolidates and extends pupil's chronological knowledge from before 1066.</p> <p><b>National Curriculum:</b><br/>A theme or aspect in British history that consolidates and extends pupils' chronological knowledge from before 1066<br/>The development of Church, state and society in Medieval Britain 1066-1509</p> <p><b>Curriculum Intent:</b><br/>A study of British history that consolidates and extends pupils' chronological knowledge from before 1066<br/>Develop an understanding of the importance of the Church, state and Society in Medieval Britain 1066-1509</p> <p>Develop an understanding of how English identity was formed and changed over time beginning with the hunter-gatherers in Britain, a sequence of learning on the Anglo-Saxons the impact they had on England, the Vikings, the Normans. This progresses to Edward III and the Hundred year's war.</p> | <p>*Links: <b>Prior learning KS3:</b> Students will build on their knowledge of medieval society.</p> <p><b>National Curriculum:</b><br/>The development of Church, state and society in Medieval Britain 1066-1509</p> <p><b>Curriculum Intent:</b><br/>To develop an understanding of the importance of English monarchs and their relationship with church and people. Henry II and his relationship with Thomas Becket will be studied, progressing into King John and the significance of the Magna Carta and its impact on the constitutions and politics in the wider world. The Second Barons war and Henry III will be explored and who had more power in society. This will entail the Provisions of Oxford and the limitation on the Kings absolute powers. The Black Death and the Peasants revolt will be examined. An assessment of the power the King, church and people had in society will be made and students will track societal change over time.</p> | <p>*Links: <b>Prior learning KS3:</b> Year 7 knowledge on society during the Reformation and knowledge on Henry VIII.</p> <p><b>National Curriculum:</b><br/>The development of Church, state and society in Britain 1509-1745</p> <p><b>Curriculum Intent:</b><br/>Develop an understanding of the Renaissance and the scientific and technological developments that happened in Europe. Henry VIII and the Tudor dynasty will be studied including the Break with Rome and the Reformation. This will progress into tutor queens Mary I and Elizabeth I and their significance. The English civil wars and the impact of them will be evaluated. Then leading into the Glorious revolution. The change in Monarchy, religion and the state will be tracked over time to assess who gained the most during the Renaissance period.</p> | <p>*Links: <b>Prior learning KS3:</b> Students will continue to develop an understanding of migration, empire and slavery.</p> <p><b>National Curriculum:</b><br/>ideas, political power, industry and empire: Britain, 1745-1901<br/>challenges for Britain, Europe and the wider world 1901 to the present day</p> <p><b>Curriculum Intent:</b><br/>Students will gain an understanding on empire and the role that Elizabeth I played. This had driven the exploration to the west in the Americas. Students will look at the importance of piracy and privateers in Britain. The religious rivalry with Spain will be studied. Students will be introduced to the idea of slavery, with John Hawkins being the 'father of slavery' in Britain and he stole slaves in the Americas. Students will study the British relationship with the native Americans. How this relationship deteriorated over time. Students will then look at how and why the British colonised India and the scramble for Africa.</p> | <p>*Links: <b>Prior learning KS3:</b> Students will build on their knowledge of colonisation, imperialism first encountered in year 7.</p> <p><b>National Curriculum:</b><br/>Local History Study<br/>Challenges for Britain, Europe and the wider world 1901- present day c: Revolutions</p> <p><b>Curriculum Intent:</b><br/>-Develop and embed a further understanding of the modern world and articulate a critical analysis of events which have shaped modern Britain and its relations with countries across the world. Students will be able to analyse Britain's role in the wider world and how it was shaped by its empire.</p> <p>-Build on the ability to sustain and evidence judgements that are well sustained.</p> <p>The industrial revolution will be covered and the importance of this technological change. Links will be threaded to how the Industrial revolution allowed Britain to expand and maintain its empire.</p> <p>A variety of revolutions will be studied building on empire and revolutions consisting of the American, French and Russian revolutions.</p> <p>Students will begin to look at political ideology including autocracy, capitalism, socialism and communism.</p> |

| Equipment needed for sessions:  | What can you do to support your child?  |
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| <ul style="list-style-type: none"> <li>History exercise book</li> <li>Current reading book for start of session</li> <li>Their History teacher will issue the set texts (e.g. copies of textbooks) that are being used in session and collect these back at the end of each session.</li> <li>Planner to record homework</li> </ul> | <ul style="list-style-type: none"> <li>Encourage your child to read widely and regularly</li> <li>Encourage your child to read/watch/listen to the news on a daily basis and discuss these current affairs with them and how they relate to historical events</li> <li>Encourage them to complete the homework tasks they are set by their History teachers to a high standard, asking them to show you the finished work.</li> </ul> |
| How will learning be assessed and progress measured?  | Extension and enrichment activities:  |
| <ul style="list-style-type: none"> <li>Marking of written is carried out on a regular basis in line with the College policy</li> <li>Two summative assessments throughout the year.</li> <li>Regular peer and self-marking.</li> <li>Show my homework – quizzes</li> <li>Knowledge testing/ checks – class quiz</li> </ul>          | <ul style="list-style-type: none"> <li>Educational visits</li> <li>Opportunities to enter school history competitions</li> </ul>  |