

## History Department Rationale

Through a mixture of broad and in depth historical studies, students will develop a chronological understanding of major historical events both within Britain and the world. KS3 students will be developed into critical historians who are able to evaluate historical sources and historical interpretations to justify their own conclusions.

## National Curriculum Aims KS3

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

YEAR 7	Content Theme	Skills	Rationale
Autumn Half Term 1	<b>The development of Church, state and society in Medieval Britain 1066-1509</b>  -Culture and Power Pre 1066 -The Norman Conquest	Using and evaluating historical evidence  Cause and Consequence	This unit will be taught at the beginning of the year to ensure students develop a strong sense of chronology. Students will be introduced to using historical evidence as this will be key to the development of their historical skills throughout Year 7.  Students will also be introduced to the key concept of cause and consequence in order to develop their ability to make judgements on questions such as, 'Why did William win the Battle of Hastings?'
Autumn Half Term 2	<b>Ideas, political power, industry and empire: Britain 1745-1901</b>  -Life in Norman England -Importance of Religion -Struggle Between Church and Crown	Using and evaluating historical evidence  Change and Continuity  Historical Narratives	Linking back to their prior learning on the Norman Conquest, students will now focus on the changes to the political structures in Norman England by looking at issues such as the feudal system. Students will be introduced to the historical concept of change and continuity.  Students will also look at the importance of religion in medieval society and consider how much power the Kings had by looking at William's control of England and the struggle between King Henry II and Thomas Becket.

	-Thomas Becket		
Spring Half Term 1	<b>The development of Church, state and society in Medieval Britain 1066-1509</b>  -Culture and Society in Medieval England -Causes and Impact of the Black Death -Peasants Revolt	Using and evaluating historical evidence  Similarity and Difference  Cause and Consequence	Students will use their prior learning about power and political structures in medieval England to move on to look at culture and society in medieval England to see the impact on ordinary people. Along with their development in the use of historical evidence, students will also be introduced to the skill of recognising similarity and difference which ensures students understand the concept of diversity in history.  Students will then move onto the study of the Black Death and Peasants Revolt to demonstrate the interconnection between social, cultural, economic and political issues.
Spring Half Term 2	<b>The Development of Church, State and Society 1509-1745</b>  -The English Reformation and Counter Reformation  -The Elizabethan religious settlement	Using and evaluating historical evidence  Change and Continuity	Linking back to their understanding of the importance of religion in medieval England, students will move on to consider the impact of the reformation and counter reformation on the power of church and state. In addition to considering the impact of the monarch on religion they will also consider the impact of the monarch on society through studying change and continuity in the church. To develop the skill of understanding change and continuity students will be expected to evaluate the extent of change.
Summer Half Term 1	<b>The Development of Church, State and Society 1509-1745</b>  -The causes and events of the Civil War	Using and evaluating historical evidence  Cause and Consequence	Continuing with the theme of the power of the monarchy, students will move on to study the Civil War. To complement their prior learning they will consider a range of contexts including cultural, military, political, religious and social change in this period.
Summer Half Term 2	<b>The Development of Church, State and Society 1066-1745</b>  -Society, economy and culture across the period	Using and evaluating historical evidence  Significance	Students will be given the opportunity to consolidate their learning from the year and investigate an area of interest through an independent project. Students will also be introduced to the historical skill of understanding significance by considering the most important turning points in the period studied.