

History

History fires students' curiosity to ask questions and know more about Britain's past and that of the wider world. Students are encouraged to develop a chronological knowledge of British history that will enable them to make sense of the new narrative of our country over the past 1000 years. This will also allow them to understand the process of change, to see how we arrived 'here' and help them to make sense of the present. We aim for students to know our past but also to challenge the interpretations of the past and to be able to question our understanding of what Britishness means.

Year 7 History

Term One

Content of study	A History of Magic
What are the aims and objectives of this term?	The Year 7 curriculum has been designed to give students an understanding of: - the overall chronology of the past 1000 years - the context of each time period studied across Key Stage 3 History – Anglo-Saxons, Normans, Middle Ages, Early Modern, Industrial and Modern Day/20th Century - the attitudes in society in different time periods and reasons for them. <u>Knowledge Gained:</u> <i>How accurate is J. K. Rowling's Harry Potter in its interpretation of medieval magic?</i> - What is A History of Magic? - What history did JK Rowling use to create Hogwarts' curriculum? - How are historical figures interpreted in Harry Potter? - How accurate is the history of magic which is portrayed in Harry Potter? <i>How responsible was Matthew Hopkins for the witch craze in England in the Early Modern Era?</i> - Why did people believe in witches in the Early Modern period? - Who was responsible for the Pendle Witch executions? - What were the attitudes to witches in Kent? - What role did Matthew Hopkins play in the witch craze? <u>Historical Skills:</u> Assessment Objective 1 - to demonstrate knowledge and understanding of the key features and characteristics of the period studied Assessment Objective 2 – to explain and analyse historical events and periods studied using second-order historical concepts such as 'explain why' (causation); 'consequence' (results); and 'change' (x different to y) Assessment Objective 4 – to analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
What previous knowledge is required?	It is helpful for students to understand periods of History and their chronology. For example – Anglo-Saxon, Normal, Middles Ages.
How will this term's content help with future learning?	This unit prepares students for a study on the Middle Ages in Terms 3 and 4 of Year 7. This unit provides students with contextual information on religion, attitudes and society in the Medieval period. This unit also prepares students for some content in GCSE History: Links to Edexcel GCSE Crime and Punishment Paper 1 – Key Topic 2 (Crime, punishment and law enforcement in early modern England, c1500-c1700) - Witchcraft and the role of the Witch Finder Generals (studied in Term 2 of Year 10)

	- Link to Edexcel GCSE Early Elizabethan England Paper 2 – Key Topic 3, Life in Elizabethan England (studied in Term 6 of Year 10)
Resources	<u>Books</u> These books can be found in the History Library (in 9A1) • Harry Potter: A Journey Through a History of Magic (British Library) • Harry Potter: A History of Magic (British Library) • The Oxford Illustrated History of Witchcraft and Magic (Owen Davies) • The Ripley Scroll: A Facsimile of the Pursuit of the Philosopher's Stone • The Real Merlin the Magician (Dr Anne Lawrence) <u>Video Clips</u> • Ripley Scroll - https://www.youtube.com/watch?v=IlpmBaqrTV0 • Linking Magic to the real world https://artsandculture.google.com/asset/-skills-for-a-modern-wizard-4-lessons-in-muggle-magic/vQEkmHz-33HzPQ • Witchcraft https://www.youtube.com/watch?v=u3i2lkwh5P4 • BBC Documentary A History of Magic https://www.dailymotion.com/video/x690bzy <u>YouTube</u> Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured
Term Two	
Content of study	Anglo-Saxon and Norman England
What are the aims and objectives of this term?	<u>Key Questions:</u> <i>What was responsible for the rise and fall of the Anglo-Saxon 'Kingdom of Kent'?</i> • Who were the Anglo-Saxons that became Kings from the 6th century? • Why was King Aethelbert of Kent so powerful? • What was life like within the 'Kingdom of Kent'? • What impact did the Viking invasion have on the 'Kingdom of Kent'? <i>Did the Normans bring a 'truckload of trouble' to England?</i> • Early reign including pre-Battle of Hastings • Changes to the Church • Use of castles • Laws, state and society <u>Historical Skills</u> Assessment Objective 1 - to demonstrate knowledge and understanding of the key features and characteristics of the period studied Assessment Objective 2 – explain and analyse historical events and periods studied using second-order historical concepts, including Explain why (causation); Consequence (results); and Change (x different to y). Assessment Objective 3 - Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Assessment Objective 4 - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
What previous knowledge is required?	It is helpful for students to understand periods of History and their chronology. For example – Anglo-Saxon, Norman, Middle Ages. In particular some understanding the Battle of Hastings and Normans.

How will this term's content help with future learning?	This topic prepares students for a study on the Norman period providing contextual information on continuity and changes in attitudes and society from the Medieval period into the Norman period. This topic also prepares students for some content in GCSE History Links to Edexcel GCSE Crime and Punishment Paper 1 – Key Topic 2, Crime, punishment and law enforcement in early modern England, c1000-c1500 – Continuity and Change (studied in Term 2 of Year 10)
Resources	<u>Books</u> These books can be found in the History section of the Library - Exploring History 1: Monarchs, Monks, and Migrants (sets in 9AM, 9B and 11AM) - Folen's History 1066-1558: Invasion Plague and Murder - SHP This is History: Norman Conquest <u>Video Clips</u> - Life in Britain: https://www.youtube.com/watch?v=Vzxiz3Kw9eI - Anglo-Saxons https://www.youtube.com/watch?v=-cKGz-st75w 3 contenders. https://www.youtube.com/watch?v=1sK4JX0co8I - The Battle of Stamford bridge https://www.youtube.com/watch?v=zigiVCFzZ38 - Battle of Hastings https://www.youtube.com/watch?v=qtW7H7yPZLg <u>YouTube</u> Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured
Term Three	
Content of study	Medieval England
What are the aims and objectives of this term?	<u>Knowledge Gained:</u> - What was Medieval England like? - What was the role of Medieval Kings? - What was a Medieval parliament? - What was law and order like in the Medieval England? - How true is the story of Robin Hood? - How much power did people have in the Middle Ages? - What was medieval parliament? - Why was religion so important to Medieval English people? - How important was religion in the Middle Ages? - How far did Henry II change England? - Why was Thomas Becket killed? <u>Historical Skills</u> Assessment Objective 1 - to demonstrate knowledge and understanding of the key features and characteristics of the period studied Assessment Objective 2 – explain and analyse historical events and periods studied using second-order historical concepts, including Explain why (causation); Consequence (results); and Change (x different to y).
What previous knowledge is required?	It is helpful for students to understand periods of History and their chronology. For example – Anglo-Saxon, Norman, Middle Ages, and in particular some understanding of the Battle of Hastings and Normans. Contextual knowledge from previous learning in Term 2 regarding changes the Normans made to Britain will be beneficial.
How will this term's content help	This topic also prepares students for some content in GCSE History:

with future learning?	- Links to Edexcel GCSE Crime and Punishment Paper 1 – Key Topic 2, Crime, punishment and law enforcement in early modern England, c1000-c1500 – Continuity and Change (studied in Term 2 of Year 10)
Resources	<u>Books</u> These books can be found in the Library: • Exploring History 1: Monarchs, Monks, and Migrants (sets in 9AM, 9B and 11AM) • Folen’s History 1066-1558: Invasion Plague and Murder <u>Video Clips</u> • HH Measly Middle Ages https://www.youtube.com/watch?v=jxU3Upye4vo&feature=youtu.be • The Power of the Church https://www.youtube.com/watch?v=sFOq5XqiAZE&t=855s • Phony King of England Phony King of England (King John - GOOD or BAD?) - YouTube <u>YouTube</u> Cornwallis Academy History Department’s YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured
Term 4	
Content of study	Medieval England – The Reign of King John and the Black Death
What are the aims and objectives of this term?	<u>Knowledge Gained</u> - How accurate is the Disney interpretation of John in the film Robin Hood? - Why did King John sign the Magna Carta? - Why did King John lay siege to Rochester Castle? • How terrible was the Black Death? • What were the causes and consequences of the Black Death? • How did people treat the plague? • Was the Black Death really the “end of the world”? <u>Historical Skills</u> Assessment Objective 1 - to demonstrate knowledge and understanding of the key features and characteristics of the period studied Assessment Objective 2 – explain and analyse historical events and periods studied using second-order historical concepts, including causation and consequence. Assessment Objective 4 – the accuracy of interpretations
What previous knowledge is required?	It is helpful for students to understand periods of History and their chronology. For example – Anglo-Saxon, Norman, Middle Ages. In particular some understanding the Battle of Hastings and Normans. Contextual knowledge from previous learning from Terms 2 and 3 regarding changes the Normans made to Britain will be beneficial.
How will this term’s content help with future learning?	This topic prepares students for a depth study on the Medieval period providing contextual information on continuity and changes in attitudes and society, law and order, role of the King, role of religion from the Norman period into the Medieval period. This topic also prepares students for some content in GCSE History - Links to Edexcel GCSE Crime and Punishment Paper 1 – Key Topic 2, Crime, punishment and law enforcement in early modern England, c1000-c1500 – Continuity and Change (studied in Term 2 of Year 10)

Resources	<u>Books</u> These books can be found in the Library - Exploring History 1: Monarchs, Monks, and Migrants (sets in 9AM, 9B and 11AM) - Folen's History 1066-1558: Invasion Plague and Murder <u>Video Clips</u> - BBC Teach Magna Carta The Story of Britain https://www.youtube.com/watch?v=wWKTy1NlxZE - The Story of the Magna Carta The Story of Magna Carta - YouTube - Why was Rochester important? https://www.youtube.com/watch?v=4EAB6ZGAqDw - Magna Carta and the emergence of Parliament Magna Carta and the emergence of Parliament - YouTube - An Introduction to Parliament An introduction to Parliament - YouTube - First Parliaments First Parliaments - Timelines.tv - YouTube - Robin Hood Disney's Robin Hood Trailer Recut - YouTube - Medieval Warfare Medieval warfare History - Secrets of the Castle - YouTube - How to attack and defend a castle How to Attack and Defend a Castle (The Fun Way) - YouTube - How to take a Medieval Castle How to Take a Medieval Castle Animated History - YouTube <u>YouTube</u> Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured
Term 5	
Content of study	The Princes in the Tower Investigation
What are the aims and objectives of this term?	The Princes in the Tower enquiry allows students to become the historian and immerse themselves in the world of detecting history through source analysis, interpretation comparison and making their own judgements. Students should begin to understand how History as a discipline outside of the classroom works, and that should feed into helping them think about enquiry related questions. <u>Knowledge Gained</u> What happened to the Princes in the Tower? - Who were the Princes in the Tower? - What happened to them? - Who do historians think was responsible for their disappearance? - What do sources say about the events of 1483? <u>Historical Skills</u> Assessment Objective 1 - to demonstrate knowledge and understanding of the key features and characteristics of the period studied Assessment Objective 2 – explain and analyse historical events and periods studied using second-order historical concepts, including Explain why (causation); Consequence (results); and Change (x different to y). Assessment Objective 4 - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

What previous knowledge is required?	Concepts of monarchy, such as heir, succession and power, are needed to fully access the content in Term 5. This base knowledge is taught in Terms 2-4.
How will this term's content help with future learning?	This will help students' contextual knowledge about the late Middle Ages, and the start of the Tudor dynasty. The investigation also helps students to understand different historians' interpretations and linking opinions to historical source evidence. This topic also prepares students for some content in GCSE History - Links to Edexcel GCSE Crime and Punishment Paper 2 – Early Elizabethan England
Resources	<u>Books</u> These books can be found in the History Library (which is located in the 9B Plaza) - Horrible Histories – Terrible Tudors - Life in Tudor England by Peter Brimacombe <u>Video Clips</u> <i>BBC Bitesize</i> https://www.bbc.co.uk/bitesize/subjects/zk26n39 <u>YouTube</u> Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured
Term 6	
Content of study	Interpretations of Henry VIII
What are the aims and objectives of this term?	Enquiry – why do historians differ in their interpretations of Henry VIII? <u>Knowledge Gained</u> What happened to the Princes in the Tower? • Who were the Tudors? • What was Henry VIII like as a king? • How successful was Henry VIII's foreign policy? • What happened during the Reformation? • Why was there a 'Second King' in England during Henry VIII's reign? Students will be presented with a range of academic historians' interpretations regarding the reign of King Henry VIII. After analysing the opinions, students will learn about the key areas of Henry VIII's reign, using primary source material to gain knowledge. They will use this knowledge to interrogate the interpretations for their accuracy, with the purpose of showing students that valid opinions may differ based on the range of source information that is available. <u>Historical Skills</u> Assessment Objective 1 - to demonstrate knowledge and understanding of the key features and characteristics of the period studied Assessment Objective 3 – Source Utility – what can students learn from historical sources Assessment Objective 4 - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
What previous knowledge is required?	Concepts of monarchy, such as heir, succession and power, are needed to fully access the content in Term 6. This base knowledge is taught in Terms 2-4. The Term 5 investigation into the Princes in the Tower provides context to the Tudor dynasty and introduces the skill of using sources to inform opinions.

How will this term's content help with future learning?	This will help students' contextual knowledge about the late Middle Ages, and the start of the Tudor dynasty. The investigation also helps students to understand different historians' interpretations and linking opinions to historical source evidence. This topic also prepares students for some content in GCSE History - Links to Edexcel GCSE Crime and Punishment Paper 2 – Early Elizabethan England
Resources	<u>Books</u> These books can be found in the Library - Horrible Histories – Terrible Tudors - Life in Tudor England by Peter Brimacombe <u>Video Clips</u> <i>BBC Bitesize</i> https://www.bbc.co.uk/bitesize/subjects/zk26n39 <u>YouTube</u> Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured

Links to the National Curriculum

The DfE National Curriculum for KS3 History states that students should be able to:

- 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
- 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
- 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.

National Curriculum Subject Guidance Link

- The development of Church, state and society in n Medieval Britain 1066-1509
- the development of Church, state and society in Britain 1509-1745
- ideas, political power, industry and empire: Britain, 1745-1901
- challenges for Britain, Europe and the wider world 1901 to the present day
- a local history study
- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
- at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th century]

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Assessments

Students will be assessed in at least one formal assessment per term on:

- Assessment Objective 1 - to demonstrate knowledge and understanding of the key features and characteristics of the period studied
- Assessment Objective 2 – explain and analyse historical events and periods studied using second-order historical concepts, including **Explain why** (causation); **Consequence** (results); and **Change** (x different to y).
- Assessment Objective 3 - Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- Assessment Objective 4 - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Knowledge Tests will also be used to assess students in order to consolidate core knowledge and historical terminology.

Revision Resources can be found in the class group on Microsoft Teams.