

# Implementation: Curriculum Narrative



Subject: History

Year: 7

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## Key Knowledge

*Pupils will know*

### Key Threshold Concepts:

#### Hereditary Rule

Some rulers assume control due to divine rights of Kings and Queens, although this is not always as clear cut as it seems. Hereditary rule can sometimes lead to tension.

#### Hierarchy of Power

Most power models rely on a hierarchy. People within a hierarchy have different roles, different levels of authority and in different numbers.

#### Golden Ages

Some societies can have cultural revolutions when it dominates on a world stage. These can be due to technological advances, prominent people or events.

#### UK Democracy and Parliament

The governance of the UK and current concept of parliament has evolved over time. Different time periods have shaped the parliament we know today.

#### Religion as a catalyst

Faith and religion can have fundamental impacts on the population. Religion may rise and fall in influence and shift in terms of practices and ideals.

#### Struggle Against Authority:

People, groups and individuals may revolt against leaders or movements. This can bring about conflict but can also bring about change.

#### Voices:

Within a population there can be several voices, different groups, minorities and sub-sections which may vie for power and control, or struggle to get their voice heard.

#### Rulers:

Some rulers have different qualities and characteristics, and these can influence the decisions they make. These decisions may not always be in the best interests of everybody.

#### Conflict:

People, groups and nations states may resort or be pressured into conflict, which can have wide reaching implication for others.

## Key Skills

*Pupils will be able to*

### Subject Skills:

#### Balance of opinion

Issues, events, people and sources all have positive and negative elements and aspects. Students should know both sides of these, but also be competent in being able to weigh up these arguments.

#### Sequencing and chain reactions

Issues and events may trigger others. Students should be able to sequence events and understand how one may influence another.

#### Appreciation of Context

Time periods are different in what is acceptable, popular and in vogue. Students should be able to apply the context of time periods to the decisions that people make at the time and understanding it in that context.

#### Chronology

Time occurs in order. Students should be confident to order dates, epochs, time periods, events and rulers by when they occurred.

#### Source Analysis

Information can be gathered from a range of sources and objects, and these need to be interpreted. Students should be confident to examine, dissect and draw conclusions about a time or event from sources.

#### Provenance

Sources of information may have a specific purpose or intent, which can cause us to doubt authenticity, accuracy or motive. Students should be skilled in being able to analyse the origins and purpose of the information gathered suggesting limitations if appropriate.

#### Critical Thinking

Decisions made and people from the past can be challenged but took actions at the time for a reason. Students should be able to critically assess these, and make judgements about the extent of their success or failure

#### Ranking of Importance:

Some events, decisions and people are more influential than others. The degrees of influence may change over time. Students should be able to address and weigh up different factors and rank them in terms of importance.



### Subject Specific Knowledge and Sequencing:

#### Anglo-Saxon England

- The Anglo Saxons
- Anglo-Saxon Rule
- The Vikings
- Alfred The Great
- The Anglo-Saxon Golden Age

#### Norman England

- Claimants to the Throne
- The Battle of Hastings and the Norman Conquest
- The Feudal System and Domesday Book
- Normal Monarchs and Norman change in Britain.

#### Medieval Life

- Medieval village, castles and churches.
- Medieval knights
- Crime and Punishment

#### Medieval Kingship

- Henry II, King John, Simon De Montfort
- Edward I, Henry V and Medieval Queens
- The Crusades

#### The Crusades

- The Islamic World
- The First Crusades
- Crusader States
- Life as a crusader knight
- The end of the Crusades

#### Late Medieval England

- The Black Death
- Peasants Revolt
- War of the Roses and Yorkist Rule
- Battle of Bosworth Field

### Prerequisites and Spiral Teaching:

#### Reoccurring Concepts

- Hereditary Rule (Year 8)
- Golden Ages (Year 8, Year 10)
- UK Democracy and Parliament (Year 8, Year 10)
- Religion as a Catalyst (Year 10)
- Struggle Against Authority (Year 8, Year 10)
- Rulers (Year 8, Year 9, Year 10)
- Conflict (Year 9, Year 10, Year 11)

#### Reoccurring Skills

- Balance of Opinion
- Sequencing and chain reactions
- Appreciation of Context
- Chronology
- Source Analysis including provenance
- Critical Thinking
- Ranking of Importance

#### Reoccurring Specific Content

Health and Medicine: Medieval Life, Black Death (Year 10)

Elizabeth I: Henry VIII, Reformation and Great Matter (Year 10)

### Cross-Curricular Knowledge Links:

Geography – The changing structure and governance of a nation state.

Religious Education – Attitudes towards faiths, Crusades, Islam

### Reading Lists / Sources / Reading around the subject recommendations:

- Medieval Britain 410 – 1509 by Robert Peal
- Early Modern Britain 1509 – 1760 by Robert Peal
- Battles that Changed History: Epic Conflicts Explored and Explained: p.46 Hastings / p. 72 Agincourt
- The Time Traveller's Guide to Medieval England: A Handbook for Visitors to the Fourteenth Century by Ian Mortimer



### Homework

- Key Stage 3 homework is primarily based around research projects. In year 7 these include Anglo-Saxon ship burial, the Domesday Book and King John's Charter for King's Lynn.
- Each project consists of three stages. Stage one requires students to research the topic, stage two to create a plan for the end piece and stage three the completion of the work. Stage three can take various forms with students choosing to present written information, create posters or even make models.
- Additional homework may be set at the discretion of individual teachers such as a reading or preparation for assessments throughout the year.