

INTENT-

- To develop knowledge and understanding of key themes and events of from Medieval to Industrial Britain.
- Students to apply this knowledge and explain change and continuity over time.
- Students will be able to critically analyse sources and asses how far they agree with historian's interpretations.
- NC Attainment Target: By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

The bigger picture:

This unit creates the foundation for KS3 History. Key themes of religion, changing power of the monarchy and growth of e

Bilton School Planning for Progress over Time Programme of Study 2023/24

- Knowledge and understanding of key events
- Understand historical concepts of continuity and change, significance, cause and consequence.
- Making inferences from primary sources and assessing them for utility
- Analysis of differing historian's interpretations

IMPLEMENTATION

	Term 1 Key Skills/ Conquest & Change	Term 2 Medieval Life	Term 3 Tudor England	Term 4 Stuart England	Term 5 Industrial Britain	Term 6 Industrial Britain
KS3	04/09/23 11/09/23 18/09/23 25/09/23 02/10/23 09/10/23 16/10/23 23/10/23	06/11/23 13/11/23 20/11/23 27/11/23 04/12/23 11/12/23 18/12/23	08/01/24 15/01/24 22/01/24 29/01/24 05/02/24	19/02/24 26/02/24 04/03/24 11/03/24 18/03/24	08/04/24 15/04/24 22/04/24 29/04/24 06/05/24 13/05/24 20/05/24	03/06/24 10/06/24 17/06/24 24/06/24 01/07/24 08/07/24 15/07/24
Year 7	L1 Intro to history Chronology L2 Interpretation L3 Inference L4 Baseline assessment L1 Contenders L2 Battle of Hastings L3 Bayeux Tapestry L4 How did Harold die? L5 Motte and Bailey Castles L6 Je suis le roi L7 Feudal System L8 Domesday Book L9 Life under the Normans L10 End of topic assessment L12 DIRT Reteach L1 Power of the Church HOLIDAY: 1 WEEK	L2 Beckett (Thinking History) L3 Beckett (knowledge) L4 Beckett interpretation (FAR) L5 DIRT Reteach L5 King John L6 King John Analysis L7 Magna Carta L8 Church & Health L9 Causes of the Black Death L10 Treatments for Black Death L11 Consequences of Black Death L12 Peasants Revolt L13 Peasants Revolt Interpretations L14 DIRT Reteach HOLIDAY: 2 WEEKS	L1 Wars of the Roses Overview L2 Princes in the Tower. L3 How does Henry VII secure the throne? L4 What was Henry VIII really like as a monarch? L3 Henry VIII Break from Rome L4 Dissolution L5 Edward VI Religious changes L6 Mary I L7 DIRT/Who was Elizabeth I? Portrait analysis L8 Elizabeth Religious Settlement HOLIDAY: 1 WEEK	L9 Mary Fillis L10 Revolts and Plots L11 Diego L12 Spanish Armada L11 End of Topic Review L1 Who was James I? L2 Gunpowder Plot L3 Causes of Civil War L3 Causes of Civil War analysis L4 How the Civil War was fought (soldiers) HOLIDAY: 2 WEEKS	L5 Events of the Civil War (battles) L6 Charles I on trial L7 Execution of Charles L8 Cromwell – how did he rule? L9 Cromell (analysis of rule) L10 Charles II Restoration of the monarchy L11 Key events of Charles II's reign L12 End of topic review L13 End of topic Assessment L14 DIRT re-teach L1 Industrial Britain overview – comparison across time. Preparation for End of Year Exams HOLIDAY: 1 WEEK	End of Year Exams L3 Development in transport L4 Presentations L5 Inventions and industry L6 Growth of Factories L7 working conditions (match girls) L8 Life for children L9 Growth of towns L10 Problems of disease L11 John Snow and Cholera L12 Improvements to L7/8 End of topic review/Whole year revision
Progress and assessment	Focus on introducing key skills. Main skills focus on developing extended writing Introducing the poser of the monarch, particularly with the Je Suis lesson.	Focus on developing skill of interpretations Knowledge focus on power of the Church and the conflict with power of monarch	Focus is source analysis, utility and inference. Knowledge links to previous unit and the shift in power between Church and monarch.	Focus on developing extended writing and second order concepts	L2 CZA has resources for population growth L5 – How far did life improve in Britain's towns and cities? AO2 Judgement	June – PC6 yrs 7-10 only L5/6 Inference Question End of Year Assessment Knowledge Inference Q Explain – two consequences
Homework	Why is it important to study history? After L6 to reinforce learning from the lesson.	Black Death homework.	M Q of S has to be done before Spanish Armada due to chronology.	Revision Booklet HWK	Revision Booklet HWK	
Key Vocabulary /literacy opportunities	Chronology Inference Interpretations Contender Conquest	Catholic Monarch Revolt Economic	Protestant Divorce Excomm	Treason Civil War Parliament Royalist Restoration	Industrialisation Sanitary Squalor	Imperialism Slavery Abolition #
Connected knowledge	Introducing key skills and methods for whole of KS3 to 5. Foundation for content and major changes and lasting impact – link to C and P in year 9 and effect of Norman Conquest.	Power of Church links to year 9 C and P and Elizabeth unit to contextualise importance of religion for later time periods and the huge changes bought about. Emphasise importance of Magna Carta for limiting power of monarchs for rest of year 7 curriculum and into GCSE C and P and Elizabeth. L7 Causes of Black Death Blaming of Jews, link to Merchant of Venice with link to Jews.	Link Henry VIII and changes explicitly to Civil War, C and P (heresy laws). Link to Elizabeth unit at GCSE and provide foundation knowledge for the context of her religious issues. Basis of understanding for A2 unit 1C on the Tudors. Link to English Term 5 Merchant of Venice	Link to C and P at GCSE and how this causes fundamental changes in England and witchcraft. Link back to Term 2 and changing nature of monarchy – link to Magna Carta (both limiting power of kings – Parliament and people becoming more powerful over time).	Link to Whitechapel and the growth of London in the C and P examined unit. Link to growing democracy – change nature of rule that has been focus for whole year. Make links to government and laws being passed to positive changes with children and workers. Link to empire and growth of Britain's place in the world. L3&4 links to English Term 2 Dickensian Characters Term 4 Ruby and Smoke reference to Victorian London.	Link to causes of WW1. Link to development of the USA to PI in American West at GCSE. CC link to racism and tolerance/respect. Link to English Term 4 Ruby and Smoke with references to East India Trade Company.
IMPACT:	Students will be able to measure progress using tracking sheets in exercise books. As all assessments will use generic criteria, will be moderated through dept meetings it will be possible to measure progress over time within and across year groups.					
	At the end of Year 7 students will be able to: 1) Have a clear knowledge of how history has shaped the British Isles from early times to 1900 2) Secure assessment of historical concepts 3) Secure analysis of sources 4) Secure analysis of interpretations to explain how and why they have been constructed.			They will be able to do this by: 1) Demonstrating detailed factual recall of key events/changes studied 2) Explaining cause and consequence of both World Wars. Evaluating the significance of the Holocaust and events in the Middle East on events in the world today. 3) Evaluate the usefulness of sources, using the Nature, Origin, Purpose and typicality of the source. 4) Use understanding of the topics to be able to explain why a historian has reached an interpretation. To analyse and explain how far they agree with the interpretation put forward.		