

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 assess 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 2024/25

- 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	02/09/2024	09/09/2024	16/09/2024	23/09/2024	30/09/2024	07/10/2024	14/10/2024	21/10/2024	04/11/2024	11/11/2024	18/11/2024	25/11/2024	02/12/2024	09/12/2024	16/12/2024	06/01/2025	13/01/2025	20/01/2025	27/01/2025	03/02/2025	10/02/2025	24/02/2025	03/03/2025	10/03/2025	17/03/2025	24/03/2025	31/03/2025	07/04/2025	28/04/2025	05/05/2025	12/05/2025	19/05/2025	02/06/2025	09/06/2025	16/06/2025	23/06/2025	30/06/2025	07/07/2025	14/07/2025		
	<p>Year 7</p> <p>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</p> <p>HOLIDAY: 1 WEEK</p> <p>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 Medieval Zine</p> <p>HOLIDAY: 2 WEEKS</p> <p>L1 Wars of the Roses Overview L2 Princess in the Tower L3 How does Henry VII secure the throne? L4 What was Henry VIII really like as a monarch? L5 John Blanke L6 Henry VIII Break from Rome L7 Dissolution L8 Edward VI Religious changes L9 Mary I L10 Who was Elizabeth I? Portrait analysis L11 Elizabeth Religious Settlement</p> <p>HOLIDAY: 1 WEEK</p> <p>L12 Mary Fillis L13 Revolts and Plots L14 Diego L15 Spanish Armada L16 Spanish Armada FAR 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) L5 Events of the Civil War (battles) L6 Charles I on trial L7 Execution of Charles L8 Cromwell – how did he rule?</p> <p>HOLIDAY: 2 WEEKS</p> <p>L9 Cromwell (analysis of rule) L10 Charles II Restoration of the monarchy L11 Key events of Charles II's reign L12 End of topic Assessment L1 Industrial Britain overview – comparison across time. L2 Reasons for population growth Preparation for End of Year Exams</p> <p>HOLIDAY: 1 WEEK</p> <p>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 health L13 Could you survive as a Victorian Worker L14 Review Zine</p>							<p>Focus on developing skill of interpretations Knowledge focus on power of the Church and the conflict with power of monarch</p> <p>Educake quiz set every 3 weeks. Revision activities (creating zines) set to prepare for knowledge assessments.</p> <p>Catholic Monarch Revolt Economic</p> <p>Power of Church links to year 9 C and P and Elizabeth unit to contextualise importance of religion to medieval people to contextualise their learning for later time periods and the huge changes brought 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.</p> <p>Understanding how democracy in Britain was formed</p> <p>Importance of religion in Medieval life Understanding of the Roman Catholic Church structure and beliefs.</p> <p>Rule of Law - linked to Magna Carta Appreciate that democracy is a privilege that was fought for by previous generations</p>							<p>Focus is source analysis, utility and inference. Knowledge links to previous unit and the shift in power between Church and monarch. FAR L2 Source analysis, utility Far L10 inference skills</p> <p>Educake quiz set every 3 weeks. Revision activities (creating zines) set to prepare for knowledge assessments.</p> <p>Protestant Divorce Excomm</p> <p>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</p> <p>Knowledge of experience of Black Tudors in Tudor England Understanding the role of religion and the Church in society</p> <p>Religious Change in Tudor England</p> <p>Tolerance for different religions and religious attitudes and perspectives</p>							<p>Focus on developing extended writing and second order concepts</p> <p>Educake quiz set every 3 weeks. Revision activities (creating zines) set to prepare for knowledge assessments.</p> <p>Treason Civil War Parliament Royalist Restoration</p> <p>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).</p> <p>Knowledge of experience of Black Tudors in Tudor England</p> <p>Knowledge of the challenge to monarchy and what it means to be a republic.</p> <p>Recognising the challenges to democracy Britain has faced and learning why democracy prevails</p>							<p>L2 CZA has resources for population growth L5 – How far did life improve in Britain's towns and cities? AO2 Judgement</p> <p>Educake quiz set every 3 weeks. Revision activities (creating zines) set to prepare for knowledge assessments.</p> <p>Republic Restoration Industrialisation Revolution</p> <p>Link to Whitechapel and the growth of London in C&P GCSE Link to growing democracy – change nature of rule this year's focus. 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.</p> <p>Understand the history behind the creation of democracy in Britain.</p> <p>Knowledge of the challenge to monarchy and what it means to be a republic.</p> <p>Recognising the challenges to democracy Britain has faced and learning why democracy prevails</p>							<p>L7 Inference Question (using Annie Bessant source) End of Year Assessment</p> <p>Educake quiz set every 3 weeks. Revision activities (creating zines) set to prepare for knowledge assessments.</p> <p>Sanitary Squalor Disease Poverty</p> <p>Link to causes of WW1. CC link to racism and tolerance/respect. Link to English Term 4 Ruby and Smoke with references to East India Trade Company.</p> <p>Understand the impact of change in society</p> <p>Empathy for why reformers would want to improve conditions in the nineteenth century</p> <p>How the rule of law was used to improve the lives of workers and children</p>						
Progress and assessment	<p>Focus on introducing key skills. Main skills focus on developing extended writing introducing the power of the monarch, particularly with the Je Suis lesson. FAR L3 Source utility FAR L10 Normans Assessment</p>																																									
Homework	<p>Educake quiz set every 3 weeks. Revision activities (creating zines) set to prepare for knowledge assessments.</p>							<p>Educake quiz set every 3 weeks. Revision activities (creating zines) set to prepare for knowledge assessments.</p>							<p>Educake quiz set every 3 weeks. Revision activities (creating zines) set to prepare for knowledge assessments.</p>							<p>Educake quiz set every 3 weeks. Revision activities (creating zines) set to prepare for knowledge assessments.</p>							<p>Educake quiz set every 3 weeks. Revision activities (creating zines) set to prepare for knowledge assessments.</p>													
Literacy (including reading)	<p>Chronology Inference Interpretations Contender Conquest</p>							<p>Catholic Monarch Revolt Economic</p>							<p>Protestant Divorce Excomm</p>							<p>Treason Civil War Parliament Royalist Restoration</p>							<p>Republic Restoration Industrialisation Revolution</p>							<p>Sanitary Squalor Disease Poverty</p>						
Connected knowledge	<p>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.</p>							<p>Power of Church links to year 9 C and P and Elizabeth unit to contextualise importance of religion to medieval people to contextualise their learning for later time periods and the huge changes brought 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.</p>							<p>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</p>							<p>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).</p>							<p>Link to Whitechapel and the growth of London in C&P GCSE Link to growing democracy – change nature of rule this year's focus. 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.</p>							<p>Link to causes of WW1. CC link to racism and tolerance/respect. Link to English Term 4 Ruby and Smoke with references to East India Trade Company.</p>						
Cultural Capital	<p>Understanding how democracy in Britain was formed</p>							<p>Understanding how democracy in Britain was formed</p>							<p>Knowledge of experience of Black Tudors in Tudor England Understanding the role of religion and the Church in society</p>							<p>Knowledge of experience of Black Tudors in Tudor England</p>							<p>Understand the history behind the creation of democracy in Britain.</p>							<p>Understand the impact of change in society</p>						
Social, Moral, Spiritual and Cultural Development	<p>Opportunities to express understanding of past traditions</p>							<p>Importance of religion in Medieval life Understanding of the Roman Catholic Church structure and beliefs.</p>							<p>Religious Change in Tudor England</p>							<p>Knowledge of the challenge to monarchy and what it means to be a republic.</p>							<p>Knowledge of the challenge to monarchy and what it means to be a republic.</p>							<p>Empathy for why reformers would want to improve conditions in the nineteenth century</p>						
Fundamental British Values	<p>Understanding of how democracy was formed</p>							<p>Rule of Law - linked to Magna Carta Appreciate that democracy is a privilege that was fought for by previous generations</p>							<p>Tolerance for different religions and religious attitudes and perspectives</p>							<p>Recognising the challenges to democracy Britain has faced and learning why democracy prevails</p>							<p>Recognising the challenges to democracy Britain has faced and learning why democracy prevails</p>							<p>How the rule of law was used to improve the lives of workers and children</p>						
End Points	<p>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. forward.</p>																																									
IMPACT:	<p>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.</p>																																									

- 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.