

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

- 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						
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 Release L1 Power of the Church HOLIDAY: 1 WEEK	L2 Beckett (Thinking History) L3 Beckett (knowledge) L4 Beckett interpretation (FAR) L5 DIRT Release 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 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? 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 HOLIDAY: 1 WEEK	L12 Mary Filis 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) 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 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 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 health L13 Could you survive as a Victorian Worker L14 Review Zine
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. FAR L3 Source utility FAR L10 Normans Assessment	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. FAR L2 Source analysis, utility Far L10 inference skills	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	L7 Inference Question (using Annie Bessant source) End of Year Assessment
Homework	Educake quiz set every 3 weeks. Revision activities (creating zines) set to prepare for knowledge assessments.	Educake quiz set every 3 weeks. Revision activities (creating zines) set to prepare for knowledge assessments.	Educake quiz set every 3 weeks. Revision activities (creating zines) set to prepare for knowledge assessments.	Educake quiz set every 3 weeks. Revision activities (creating zines) set to prepare for knowledge assessments.	Educake quiz set every 3 weeks. Revision activities (creating zines) set to prepare for knowledge assessments.	Educake quiz set every 3 weeks. Revision activities (creating zines) set to prepare for knowledge assessments.
Literacy (including reading)	Chronology Inference Interpretations Contender Conquest	Catholic Monarch Revolt Economic	Protestant Divorce Excomm	Treason Civil War Parliament Royalist Restoration	Republic Restoration Industrialisation Revolution	Sanitary Squalor Disease Poverty
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 to medieval people to contextualise their learning 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 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.	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.
Cultural Capital	Understanding how democracy in Britain was formed	Understanding how democracy in Britain was formed	Knowledge of experience of Black Tudors in Tudor England Understanding the role of religion and the Church in society	Knowledge of experience of Black Tudors in Tudor England	Understand the history behind the creation of democracy in Britain.	Understand the impact of change in society
Social, Moral, Spiritual and Cultural Development	Opportunities to express understanding of past traditions	Importance of religion in Medieval life Understanding of the Roman Catholic Church structure and beliefs.	Religious Change in Tudor England	Knowledge of the challenge to monarchy and what it means to be a republic.	Knowledge of the challenge to monarchy and what it means to be a republic.	Empathy for why reformers would want to improve conditions in the nineteenth century
Fundamental British Values	Understanding of how democracy was formed	Rule of Law - linked to Magna Carta Appreciate that democracy is a privilege that was fought for by previous generations	Tolerance for different religions and religious attitudes and perspectives	Recognising the challenges to democracy Britain has faced and learning why democracy prevails	Recognising the challenges to democracy Britain has faced and learning why democracy prevails	How the rule of law was used to improve the lives of workers and children
End Points	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 today. 3) Secure analysis of sources 4) Secure analysis of interpretations to explain how and why they have been constructed. interpretation put forward.			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 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		
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.					