

Year 7, Subject Curriculum Overview



	Autumn Term 1 Topic(s)	Autumn Term 2	Spring Term 1
Overview of Scheme of Learning	<p>What is History? A recap of prior learning to ensure students have skills necessary to tackle the curriculum.</p> <p>Who should be King? An overview of each of the four candidates in 1066. Students profile each candidate, participate in an 'election' and complete an application for the post of King of England</p> <p>The Battle of Hastings An overview of events, examination of a range of interpretations and a source investigation of how Harold died</p> <p>Why did William win the Battle of Hastings? Students investigate a range of interpretations and substantiate this with appropriate evidence</p>	<p>How did William establish control? Students examine the three options available and justify the pros and cons of each option before his true choice is revealed</p> <p>Overview of William's methods of maintaining control. Students identify and profile methods such as taxation, castle building, boosting the army etc</p> <p>The Feudal System. Students investigate how the Feudal System works and identify whom it benefits and how, before creating a chat show script that is acted out in groups</p>	<p>How was Medieval Society organised? This is linked to the necessity for William to keep control. Students establish the difference between Villeins and Freemen. This will be revisited when studying the causes of the Peasant's Revolt.</p> <p>The Peasant's Year. Students use a range of sources to establish the Peasant's yearly routine and when and why these tasks were completed.</p> <p>Castles Students link the need for William to keep control and the building of castles with the Feudal System and the position of the Peasants, before a comparative piece on how and why castles developed, from the Motte & Bailey through to later evolutions</p>
Assessment Overview	<p>Why did William win the Battle of Hastings? Formal assessment completed under test conditions across two lessons, where students create a piece of extended writing based upon explaining and justifying the full gamut of interpretations, before reaching a reasoned conclusion</p>	<p>The Feudal System Students assessed formatively through their staged discussion of the Feudal System, summatively through their written script and verbally following their performances, based upon their understanding of the Feudal System</p>	<p>The Peasants Year Students are given a three lessons and two homeworks to produce a peasant's diary. This includes the recall of essential knowledge, plus interpretation of sources and skills of synthesis in analysing why each task was completed at a particular juncture</p>