

Year 7 History

In Year 7, students will study eight units in history, from ancient Rome to the twentieth century. The first of these units will build on history work in primary school to explore what history is and how historians work. One of the units will be a study of the theme of empires in world history. Through studying these units, students will also develop the ability to think historically by creating arguments about cause and consequence, change and continuity, similarity and difference, historical significance and historical interpretations.

Methods of deepening and securing knowledge:

Revisiting prior learning	Our history curriculum is designed to ensure that students regularly revisit themes and periods of time they have studied before. In Year 7, for example, the first unit on Pompeii builds on their understanding of Ancient Rome from primary school and this theme comes back later in the year as part of the study of empires in world history.
Knowledge testing	We have carefully selected the information that students should remember in the long term. Regular knowledge tests in lessons will allow students to practise remembering and using this knowledge. These tests will carry on in Years 8 and 9 to help them to remember this knowledge in the long term.

	Theme 1	Theme 2
Topic(s)	<p>Who Are We? <u>Introduction to history: Pompeii</u> In this unit students will learn about what historians do, looking carefully at the work of Mary Beard. Students will also study a whole range of different sources from Pompeii, thinking about how historians use sources to create their arguments. <u>Battle of Hastings</u> In this unit students will build on their understanding of Anglo-Saxon England from primary school by learning why there was a crisis over the throne in 1066 and the reasons why William of Normandy was able to become King of England. <u>Norman Conquest</u> Students will develop their understanding of the Normans by thinking about the ways in which they took control of England, including building castles and the Harrying of the North.</p>	<p>Global Citizens <u>Empires in world history</u> In this unit students will learn about four of the most significant empires from across world history: the Roman Empire, Byzantium, the Ottoman Empire and the British Empire. As well as studying their rise and fall, students will be learning about how historians make decisions about significance, before reaching a judgement about which world empire is the most significant.</p>

Assessment	Students will use a lot of what they learned in literacy in primary school to write an essay answering the question: "Why did William of Normandy win the Battle of Hastings?"	Students will write an essay answering the question: "What makes an empire so significant?"
CEIAG <i>(Careers that are linked to that topic)</i>	In this unit students will learn a lot about what professional historians do by looking at the work of Mary Beard. Students will also learn about the differences between historians and archeologists by thinking about the ways in which Pompeii has been excavated and written about.	This unit will develop students' understanding of what historians do by thinking about one of the historians' most important decisions: what makes something in the past significant?

Theme 3		Theme 4	
Topic(s)	<p>Who Has The Power?</p> <p><u>Tudor religious change</u> In this unit students will learn about one of the most important developments in shaping the history of Britain - religious change under the Tudors. Students will learn about the beginning of the Reformation under Henry VIII and then take the story of change through the reigns of Edward VI, Mary I and Elizabeth I.</p> <p><u>French Revolution</u> The study of the French Revolution will teach students about one of the most important events in modern European history. As well as studying the dramatic events of the 1780s and 1790s, students will study how different writers - from Charles Dickens to modern historians - have created their descriptions of this fascinating era.</p>	<p>Festivals</p> <p><u>The Home Front in two world wars</u> Here students will begin to study the First and Second World Wars, understanding that this will be built upon in Years 8 and 9. In this unit students will focus on the way that the two world wars affected life for ordinary people in Britain. They will compare how the two world wars affected life for different groups of people.</p> <p><u>The women's suffrage movement</u> Students will end Year 7 with a study of the amazing story of British women's struggle for the right to vote. They will learn about the ideas and tactics of the suffrage campaigners and compare these to the impact of the First World War in bringing about voting rights for women.</p>	
Assessment	Students will write a big story of Tudor religion, explaining how religious life in England changed over the sixteenth century. Students will also write an analysis of two different interpretations of the storming of the Bastille.	Students will prepare for and complete an end-of-year exam, testing their knowledge of these units and the other units they studied in Year 7.	
CEIAG <i>(Careers that are linked to that topic)</i>	Students will add to their knowledge of how professional historians work by beginning to consider the ways in which historians construct their narratives and select their language, by thinking particularly about stories told by Thomas Carlyle, Charles Dickens and Tim Blanning. This will also help students to think about the differences between the role of historians and the role of writers.	As well as building their understanding of historians, this unit will deepen students' knowledge of the roles of MPs and ministers in the UK. Study of the home front will also build their understanding of key moments in the twentieth century when ideas changed significantly about which jobs people could do.	

Independent Study

Most of the independent study in Year 7 will be one of the following:

- Learning independent study - students will spend time committing important information to memory.
- “Meanwhile, elsewhere...” research tasks, which allow students to widen their knowledge of world history beyond what they learn in lessons.