



CURIOSITY

COMPASSION

COURAGE



Academic outline 2022-23

Curriculum overview

Subject	History	Year group	7
<p>Vision statement:</p>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>‘A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.’</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
<p>Curriculum intent:</p>	<p>History is all around us. The study of history ignites children’s curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and enables them to understand others and show compassion.</p> <p>At Landau Forte QEMS, our intent, when teaching history, is to stimulate children into showing courage when learning about the past by asking questions and debating difficult or morally challenging topic areas.</p>		
<p>Threshold Concepts (TCs):</p>	<p>TC 1 - An LFAT Historian will understand chronology and be able to explain how events follow on from each other.</p> <p>TC 2 – An LFAT Historian will explain the causes behind significant events and understand consequence.</p> <p>TC 3 – An LFAT Historian will be able to understand and explain when and why things have changed and when and why things have continued.</p> <p>TC 4 – An LFAT Historian will be able to analyse and examine contemporary historical sources and understand why people view the past differently.</p>		
<p>KS2 National Curriculum summary:</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed</p>		



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responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Learner skills:

Critical thinking



CRITICAL THINKING

Organisation



ORGANISATION

Collaboration



COLLABORATION

Adaptability



ADAPTABILITY

Oracy



ORACY

Self-quizzing



SELF QUIZZING

Term 1 Aug-Oct

Term 2 Nov-Dec

Term 3 Jan-Feb

Term 4 Mar-Apr

Term 5 Apr-May

Term 6 Jun-Jul

The Big Question

How does Britain develop from the dark ages to the early modern period?

Big picture questions:

How was the Kingdom of Mercia created?

To what extent is King Offa the first king of the English?

How do we use our key history skills?

What did Anglo-Saxon England look like?

Why was 1066 a crisis year in England?

How did the contenders to the throne change before the Battle of Hastings?

How did William of Normandy take control of England?

How did William consolidate power in England?

What was medieval England like?

How was Britain ruled under the Angevin Empire?

How did the Catholic Church cause religious conflict in England?

How does the balance of power between king and parliament change in the Middle Ages?

Why was England in conflict with France for over a hundred years?

How did the Black Death impact England?

How did the Black Death affect the feudal system?

How did the Tudor dynasty start?

How does Henry VIII change England's religion?

How does Henry VIII change the monarchy?

How and why does religion change so much during the Tudors?

How does Elizabeth settle religion in England?

What were the causes and consequences of the Spanish Armada?

How did a Scottish king inherit the English throne?

How does religion cause societal problems in England before the civil war?

How does the relationship between Parliament and the king break down during the 1600's?

Why was there a series of civil wars in Britain during the 1600's?

What was the outcome of the English Civil War?

What was England like as a commonwealth republic under Cromwell?

Why did England restore the monarchy?



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<p>Content (Linked to TCs):</p> <p>What was the Kingdom of Mercia? (TC 1, 4)</p> <p>Who was King Offa? (TC 1)</p> <p>How can we use sources to study King Offa? (TC 1, 2, 4)</p> <p>What was England like under Saxon rule? (TC 1, 4)</p> <p>Who were the 4 contenders to the English throne? (TC 1, 2)</p> <p>What happened at the Battle of Stamford Bridge? (TC 1, 2)</p>	<p>Who Was best prepared for the Battle of Hastings? (TC 1, 3)</p> <p>What happened at the Battle of Hastings? (TC 1, 2,)</p> <p>Why did William win the battle of Hastings? (TC 1, 2, 4)</p> <p>How did William control England? (TC 1, 2, 4)</p> <p>How did William use the Domesday Book to control England? (TC 1, 4)</p> <p>Why did William build so many castles? (TC 1, 2)</p> <p>How much did the Normans change England? (TC 1, 2, 3, 4)</p>	<p>What did a medieval town look like? (TC 1)</p> <p>How important was religion in Medieval England? (TC 1, 2)</p> <p>How did Henry II's feud with Thomas Beckett change England? (TC 1, 2, 4)</p> <p>What was a Crusade? (TC 1)</p> <p>How did the Magna Carta change England forever? (TC 1, 2)</p> <p>Why did England enter a Hundred Years War? (TC 1, 2, 4)</p> <p>What was the Black Death? (TC 1)</p>	<p>How did people try and cure the Black Death? (TC 1, 2, 3)</p> <p>How did the Black Death change England? (TC 1, 2, 3, 4)</p> <p>Why did the peasants revolt? (TC 1, 2)What happened at the Battle of Bosworth? (TC 1)</p> <p>How did Henry VII secure the dynasty? (TC 1, 2)</p> <p>What kind of king was Henry VIII? (TC 1)</p> <p>Why did Henry want to reform the church? (TC 1, 2, 4)</p> <p>How did the Dissolution of the Monasteries affect England? (TC 1, 2, 3, 4)</p> <p>How did religion change under Edward VI? (TC 1, 2)</p>	<p>Is the title "Bloody Mary" fair? (TC 1, 2, 4)</p> <p>How did Elizabeth deal with religion? (TC 1, 2)</p> <p>How did Elizabeth fight off the Spanish Armada? (TC, 1, 2, 3, 4)</p> <p>What problems did James I face? (TC 1, 4)</p> <p>Why was there a witchcraft craze in England? (TC 1, 2)</p> <p>Why did people try to blow up Parliament? (TC 1, 2, 3)</p> <p>Why was Charles I an unpopular king? (TC 1, 2)</p>	<p>What caused the English Civil War? (TC 1, 2, 4)</p> <p>What happened at the English Civil War? (TC 1, 2, 3, 4)</p> <p>Why did the Roundheads win the Civil War? (TC 1, 2, 3, 4)</p> <p>Why was the king executed? (TC 1, 4)</p> <p>What was England like under Oliver Cromwell? (TC 1, 2)</p> <p>Why did England restore the monarchy? (TC 1, 2, 3, 4)</p>
<p>Key vocabulary:</p>	<p>Anglo-Saxon, Medieval, Chronology, Unified, Religion, Christianity, Church, Villeins,</p>	<p>Religion, Catholic, Burgh, Feudal System, Thaness, Huscarls, Knights, Viking, Charter, Guild, Boon work, Monastery, Bishop,</p>	<p>Battle of Bosworth, Wars of the Roses, canons, dynasty, Richard III, Lancaster, York, civil war Henry</p>	<p>James I, succession, King James Bible, Gunpowder Plot, favourites, Duke of Buckingham, Cadiz, Presbyterian, Puritan,</p>	<p>James I, succession, King James Bible, Gunpowder Plot, favourites, Duke of Buckingham, Cadiz, Presbyterian, Puritan,</p>



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Peasants, Agriculture, War, Heir, Oath, Claimant, Edward the Confessor, Harold Godwinson, Harald Hardrada, William the Conqueror, Edgar the Aethling, Witan, Nobles, Bishops, Armies, Invasion, Vikings, Beserker, Battle of Hastings, Archers, Cavalry, Huscarls, Fyrds, Papal Banner, Pope, Catholic Church, Mercenaries, Shield Wall, Fake Retreat, Tactics, Uprising, Rebellion, Harrying of the North, Nunneries, Conquest, Domesday Book, Taxation, Feudal System, Barons, Knights, Castles, Motte and Bailey Castles, Stone Keep Castles, Change, Continuity, Significance

Archbishop, St Benedict, Nun, Monk, Mass, Henry II, Thomas Beckett, Church courts, Manor courts, Exile, Edward Grimm, Eye-witness, Testimony, Normandy, Angevin Empire, Richard I, Crusades, Jerusalem, Holy Land, Primogeniture, Indulgence, Papal Bull, Catapult, Siege Tower, Jaffa, Magna Carta, Vassalage, Scootage, The Thirteenth, Crown jewels, Dysentery, Arthur of Brittany, Monarchy, Parliament, Trial, Edward III, Hundred Years War, Poitier, Chevauchée, Long bow, Bill hook, Ballock dagger, Order of the Garter, Castle, Black Death, Bubonic plague, Pneumonic plague, buboes, epidemic, Dance macabre, Flagellants, Judaism, Judgement Day, Peasants' Revolt, Statute of Labourers, Villeins, Nobles, Economy,

VII, Stanley brothers, heir, Henry VIII, Absolute Monarchy, Wives, Act of Supremacy, Reformation, Sola Fide, Protestantism, Catholicism, Pope, Heresy, Monasteries, Treason, Thomas Cromwell, Nunneries, Purgatory, Indulgences, Edward VI, Book of Common Prayer, Thomas Seymour, Regency, Mary I, Bloody Mary, Counter-Reformation, Phillip II, Princess Regency, Co-ruler, Elizabeth I, Act of Uniformity, Settlement, Recusancy, Armada, Poor Law, Mary Queen of Scots, Babbington Plot, Galleon, Sloop, Privateers, Francis Drake, Duke of Medina, Hellburner, Portrait.

Parliament, Divine right of kings, British Union, witchcraft, Daemonology, Matthew Hopkins, accusation, intolerance, hanging, the rack, conspirators, rebellion, assassination, Catesby, Fawkes, Charles I, personal rule, long parliament, short parliament, ship money, monopolies, taxes, Bishops Wars, tyranny, English Civil War, Roundhead, Royalist, Prayer Book, Henrietta Maria, Irish Rebellion, Finances, Economy, Ship Money, Monopolies, Tax Avoidance, Parliament, Petition of Right 1929, John Pym, Grand Remonstrance, Pike and shot infantry, muskets, New Model Army, Oliver Cromwell, Prince Rupert, Thomas Fairfax, Naseby, Edge Hill, canons, death warrant, execution, Levellers, pamphlets, Quakers, Lord Protector, Commonwealth, Republic, Restoration, Charles II, Regicides.

Assessment:

Mid-unit assessment progress checker.

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Enquiry question written assessment.

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Enquiry question written assessment.



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			Summative Assessment 1			Summative Assessment 2
Key/Historical misconceptions in this unit:	<p>The features of historical interpretation and contemporary sources, England as multiple kingdoms.</p> <p>Concept of Dark Ages, Castles being built before Normans, Medieval and Middle Ages, Dane Law, the north and south of England, Battle of Hastings concluding conquest.</p>		<p>The Archbishop is not head of the church the Pope is, Geography of the world, the nature of the Caliphate, the capital of the Angevin Empire is in Normandy, England not ruled from England, Black Death is not the Great Plague, Plague Doctors not in Black Death, quarantine,</p>	<p>Henry VIII was a successful imperialist, Reformation being exclusive to England, "Bloody Mary".</p>		<p>Different monarchies in Scotland England, Guy Fawkes not orchestrating GP, most witches were not dunked in water, English Civil War, Parliament and its nature and purpose, Divine right of kings</p>
Sequencing:	<p>We have chosen to sequence the year X curriculum like this because...</p> <p>An exploration into local Tamworth history in which students are introduced to and explicitly taught our key threshold concepts: the history skills. Students learn about King Offa as the ruler of the Kingdom of Mercia in which Tamworth was the capital. Students are first introduced to the concept of the changing power of the monarchy and how England is formed. Students are taught about the Norman Conquest of Saxon England. Students are first introduced here as to why conflict occurs by looking at the battles of Stamford Bridge and Hastings. Students then re-examine the changing nature of monarchical power by studying how William the Conqueror consolidates his power over the English people. Students are introduced to the concept of religion in England with unity under one church. Students continue their studies by examining England in the Middle Ages under Plantagenet rule as part of the Angevin Empire. Students further develop the concept of religion through case studies of Thomas Beckett and the Crusades and further examine the changing nature of ruling power as the Magna Carta is signed under King John. The concept of empire is introduced to students which is a key theme throughout key stage three study. The Black Death is taught to students as an event which causes significant change within the period of study. The second half of year 7 begins with a study of the Tudor Royal Family starting from the year 1485. Students further develop their knowledge of conflict with a study of the Battle of Bosworth. Students really focus upon the changing nature of power by looking at the monarchical changes that take place under the Tudor monarchs. The concept of religion is a key feature of this study with the Reformation, Counter-Reformation and eventual religious settlement under Elizabeth I. Students finish their study on the Tudors by looking at the Spanish Armada; its causes and consequences. Students finish year 7 by following directly on from their studies of the Tudors by looking at the Stuarts and the causes leading up to the English Civil Wars. Students will deepen their understanding on the importance and changing nature of religion as evidenced within the Gunpowder Plot 1605 and will consolidate their understanding of the changing nature of monarchical power highlighted by the quarrel between James I, Charles I and Parliament leading to the foundation of modern Parliament. Students use the English Civil Wars as a high profile case study of conflict examining the key causes and consequences that include the formation of the English Commonwealth as a republic and the eventual Restoration of the monarchy with Charles II.</p>					



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Values	<p>Compassion: Whilst history deals in facts, it is full of opinions. Ensure that students listen to the views of others even if they don't necessarily agree</p> <p>Curiosity: Being inquisitive as to why people thought a certain way so many years ago. Encourage students to see both sides of an argument by finding out as much information as they can</p> <p>Courage: Understanding the sacrifice people went through at various stages through history and contextualising it towards modern day struggles</p>
National Curriculum plus:	<p>In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context)</p> <ul style="list-style-type: none">• King Offa: a study of an aspect or site in local history dating from a period before 1066. [trip to Tamworth Castle]