



CURIOSITY







COMPASSION

COURAGE



## Curriculum Overview

Subject	History
<p><b>Vision statement:</b></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><b>Curriculum intent:</b></p>	<p>History is all around us. The study of history ignites children’s <b>curiosity</b> 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 <b>compassion</b>.</p> <p>At Landau Forte QEMS, our intent, when teaching history, is to stimulate children into showing <b>courage</b> when learning about the past by asking questions and debating difficult or morally challenging topic areas.</p>
<p><b>Threshold Concepts (TCs):</b></p>	<p><i>TC 1 - An LFAT Historian will understand <b>chronology</b> and be able to explain how events follow on from each other.</i></p> <p><i>TC 2 – An LFAT Historian will <b>describe</b>: causes and consequences of historical events, change and continuity within time periods, similarities and differences across different time periods and significance in the short term and long term.</i></p> <p><i>TC 3 – An LFAT Historian will <b>explain</b>: causes and consequences of historical events, change and continuity within time periods, similarities and differences across different time periods and significance in the short term and long term.</i></p> <p><i>TC 4 – An LFAT Historian will <b>evaluate</b>:: causes and consequences of historical events, change and continuity within time periods, similarities and differences across different time periods and significance in the short term and long term.</i></p> <p><i>TC 5 – An LFAT Historian will <b>evaluate sources</b> and reach judgements regarding their utility and reliability using contextual knowledge.</i></p> <p><i>TC 6 – An LFAT Historian will <b>analyse interpretations</b> explaining how and why people have different views about the past</i></p> <p><i>TC 7 – An LFAT Historian will <b>evaluate interpretations</b> and reach judgements about the validity of the views through comparison with their contextual knowledge.</i></p>
<p><b>KS2 National Curriculum summary:</b></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 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.</p>

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
Year 7:	Local History Skills: King Offa  The Norman Conquest of Anglo-Saxon England.	The Norman Conquest of Anglo-Saxon England.  England in the Middle Ages.	England in the Middle Ages.	Tudor England.  B	Tudor England.  The Civil War	The Civil War
<b>The Big Question</b>	Year 7: How does Britain develop from the dark ages to the early modern period politically, socially and religiously?					
<b>Big picture questions:</b>	<ul style="list-style-type: none"> <li>What was England like before 1066?</li> <li>To what extent is King Offa the first king of the English?</li> <li>Who should be king of England in 1066?</li> </ul>	<ul style="list-style-type: none"> <li>Why did William win the Battle of Hastings?</li> <li>How did William increase the power of the king?</li> </ul>	<ul style="list-style-type: none"> <li>Who had the most power the church or the Monarch?</li> <li>How far could the Nobles limit the power of the Monarch?</li> </ul>	<ul style="list-style-type: none"> <li>How did the Black Death transform England?</li> <li>Why did Henry VIII change England's religion?</li> </ul>	<ul style="list-style-type: none"> <li>Did Tudor Monarchs improve people's lives?</li> <li>How far did Elizabeth solve her and England's problems?</li> <li>What caused the English Civil War?</li> </ul>	<ul style="list-style-type: none"> <li>Why did Parliament win the Civil War?</li> <li>How did the Civil War change the balance of power between Monarch and Parliament?</li> </ul>
<b>Content (Linked to TCs):</b>	What was England like under Saxon rule? (TC 2)  Was Offa the first king of England? (TC4)  How can we use sources to study King Offa? (TC5)  Who had the best claim to the throne in 1066? (TC4)  What happened at the Battle of Stamford Bridge? (TC1,2)	Who Was best prepared for the Battle of Hastings? (TC 1, 3)  Why did William win the battle of Hastings? (TC 1, 4)  How did William deal with rebellions? (TC 1, 2, 5)  How did William use the Domesday Book to control England? (TC 1, 3)  How did the Feudal System help William keep control of England? (TC 1, 3)	Why was the medieval church so powerful? (TC 2, 3)  Why did people go on Crusades? (TC 1, 2, 3)  Who was more powerful the Church or the Monarch: Becket case study? (TC 1, 2, 4)  Did the Magna Carta significantly reduce the power of the Monarch? (TC 1, 3)  What was the Black Death? (TC 1, 2)	How significant was the Black Death? (TC 1, 3)  How did Henry VII consolidate power? (TC 1, 2)  How did the Protestant Reformation change Christianity? (TC 1, 2, 3)  Why did Henry break from Rome? (TC 1, 2, 3, 4)  Did the break from Rome reduce the power of the king? (TC 1, 2, 4)	Did the Poor Laws help or punish? (TC 1, 2, 3)  Did Elizabeth overcome the problems of being a female ruler? (TC 1, 2, 5)  Did Elizabeth really settle England's religious problems? (TC 1, 2, 3)  How did England emerge as a naval power under Elizabeth? (TC 1, 2, 3, 5)  What problems did James I face? (TC 1, 4)	Why was Charles I an unpopular king? (TC 1, 2)  What caused the English Civil War? (TC 1, 2, 4)  What happened at the English Civil War? (TC 1, 2, 3, 4)  Why did the Roundheads win the Civil War? (TC 1, 2, 3, 4)  Why was the king executed? (TC 1, 4)  What was England like under Oliver Cromwell? (TC 1, 2)



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		How powerful was a medieval monarch? (TC 2)	How did people try and cure the Black Death? (TC 1, 2, 3)  What do sources tell us about the Black Death? (TC 1, 2, 5)	How did the Dissolution of the Monasteries affect England? (TC 1, 2, 3)  When was it most dangerous to speak your mind? (TC 1, 4)	Why was there a witchcraft craze in England? (TC 1, 2)  Why did people try to blow up Parliament? (TC 1, 2, 3)	Why did England restore the monarchy? (TC 1, 2, 3, 4)
<b>Key vocabulary:</b>	<ol style="list-style-type: none"> <li>1. Kingdom</li> <li>2. Mercia</li> <li>3. Government</li> <li>4. Parliament</li> <li>5. Anglo-Saxon</li> <li>6. Claimant</li> <li>7. Norman</li> <li>8. Conquest</li> <li>9. Hierarchy</li> <li>10. Feudal System</li> <li>11. Heir</li> <li>12. Domesday Book</li> <li>13. Revolt</li> <li>14. Monarchy</li> <li>15. Barons</li> </ol>	<ol style="list-style-type: none"> <li>16. Knights</li> <li>17. Villeins</li> <li>18. Peasants</li> <li>19. The Pope</li> <li>20. Papal Banner</li> <li>21. Motte and Bailey</li> <li>22. Castles</li> <li>23. Taxation</li> <li>24. Archbishop</li> <li>25. Bubonic Plague</li> <li>26. Archbishop of Canterbury</li> <li>27. Chivalry</li> </ol>	<ol style="list-style-type: none"> <li>27. Clergy</li> <li>28. Crusades</li> <li>29. Epidemic</li> <li>30. Freeman</li> <li>31. Holy War</li> <li>32. Indulgence</li> <li>33. Lord Chancellor</li> <li>34. Monasteries</li> <li>35. Monks</li> <li>36. Nobility</li> <li>37. Nuns</li> <li>38. Pandemic</li> <li>39. Parliament</li> <li>40. Reform</li> <li>41. Revolt</li> </ol>	<ol style="list-style-type: none"> <li>42. Consolidate</li> <li>43. Male heir</li> <li>44. Solvent</li> <li>45. Reformation</li> <li>46. Protestant</li> <li>47. Catholic</li> <li>48. Dynasty</li> <li>49. Annulment</li> <li>50. Indulgence</li> <li>51. Absolute Monarch</li> </ol>	<ol style="list-style-type: none"> <li>52. Dissolution</li> <li>53. Monasteries</li> <li>54. Heresy</li> <li>55. Prayer Book</li> <li>56. Puritan</li> <li>57. Parliament</li> <li>58. Poor Laws</li> <li>59. Reform</li> <li>60. Rebellion</li> <li>61. Spanish Armada</li> <li>62. Divine Right of Kings</li> <li>63. Personal Rule</li> </ol>	<ol style="list-style-type: none"> <li>64. Parliamentary</li> <li>65. New Model Army</li> <li>66. Regicide</li> <li>67. Execution</li> <li>68. High Treason</li> <li>69. Puritan</li> <li>70. Restoration</li> <li>71. Lord Protector</li> <li>72. Stuarts</li> <li>73. Favourites</li> <li>74. Ship Money</li> <li>75. Monopolies</li> <li>76. Royalist</li> <li>77.</li> </ol>
<b>Assessment:</b>		<b>Y7 Key Assessment Task (Winter)</b>	<b>Y7 Key Learning Task (Medieval Life and Power)</b>		<b>Y7 Key Assessment Task (Summer)</b>	<b>Y7 Key Learning Task (The English Civil War)</b>
<b>Key/Historical misconceptions in this unit:</b>	The features of historical interpretation and contemporary sources, England as multiple kingdoms. 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.		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,	Henry VIII was a successful imperialist, Reformation being exclusive to England, "Bloody Mary".		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



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## Sequencing:

The sequencing of the history curriculum for Year 7 is designed to provide students with a comprehensive understanding of key historical themes while gradually building their knowledge and skills. This sequential approach ensures that students develop a solid foundation before progressing to more complex topics. Here are the reasons behind the sequencing of the curriculum:

1. King Offa: The study of King Offa serves as an introduction to pre-1066 history, allowing students to explore the foundations of key historical themes such as government and power, religion, and society. By examining the early medieval period, students gain a sense of the historical context that shaped subsequent events.

2. The Norman Conquest: Following on from King Offa, the Norman Conquest investigates the pivotal event of 1066 and its profound impact on English history. This unit focuses on **GOVERNMENT AND POWER** highlighting how William the Conqueror increased the power of the monarchy. Additionally, students explore the importance of **RELIGION** and its influence on society during this period of change. Students will investigate how **SOCIETY** changed under the rule of William I by investigating the changes made to peoples' lives

3. This depth study enables you to gain knowledge and understanding of life in England during the Medieval period. You will learn about who held **POWER** in this period by analysing the role of the monarchy, the Catholic Church, the nobility and finally the peasants. You will examine how **GOVERNMENT** began to form and the impact this had on **SOCIETY** in England. After evaluating who held the most power in England, you will learn about the one thing which had, and still has, power over absolutely everyone... death.

4. The Tudors: This topic is a breadth study of one of England's most famous and most significant royal families... The Tudors. In it we will investigate how the **POWER** of the English monarchy grew under England's most famous king—Henry VIII and what his reasons were for changing the nature of the **RELIGION** of the country. Then, we will examine how the Tudor monarchs impacted upon **SOCIETY**, weighing up whether life improved for the people or not. Finally, we will consolidate our learning of the Tudors with an investigation into the rule of Elizabeth I, using historical evidence to look at how she was able to overcome the problems of ruling over England as an unmarried, Protestant woman.

5. The Civil War: The final unit in Year 7 serves as a culmination of the students' learning so far. By examining the English Civil War, students apply the knowledge and skills they have acquired throughout the year. Students will investigate the development of **GOVERNMENT AND POWER** at its peak through the dispute between King Charles I and his Parliament whilst using their knowledge of **RELIGION** to help explain what caused this event. This unit provides an opportunity to synthesize their understanding of government, power, religion, and finally, **SOCIETY**, as students will consider how the lives of the people were changed by the Civil War.

By sequencing the curriculum in this manner, students are introduced to key historical themes progressively, allowing them to build upon their knowledge and develop a more comprehensive understanding of the subject matter. The curriculum moves from foundational topics to more complex and interconnected events, facilitating a deeper exploration of the relationships between government, power, religion, and society throughout different historical periods. This approach fosters critical thinking skills, historical empathy, and a broader contextual understanding, preparing students for further historical studies in subsequent years.

## National Curriculum plus:

In addition to teaching the statutory elements of the National Curriculum, we provide a wide range of cross curricular links. We also include the opportunity for students to develop their own moral compass which will enhance their developing life skills. By providing the opportunity for discussion and debate we introduce them to key concepts which include: power and status, social injustice, religious beliefs, different cultures and beliefs.