

# Coombeshead History Year 7

Theme	Enquiry question(s)	Disciplinary knowledge	Substantive knowledge and concepts	Formal Assessment
Unit 1: Social history Connected world	Who are 'The British'? Why did people migrate to Britain?	Students are introduced to a different style of history in this thematic study. The disciplinary focus here is on change and continuity and similarity and difference. Students will consider the changing significance of a range of reasons that people migrated to Britain across a nearly two millennia: economic, social, warfare and political reasons. Through the lived experience of individuals, they will explore the differing experiences of migrants due to time period, class, religion and social acceptance of migration itself and other cultures.	<p>This thematic breadth study will draw on many of the key concepts introduced over the year. It helps provide a clear chronology on to which the other units can be 'hung'. Placing the unit at the start of Year 7 provides the opportunity to introduce substantive and disciplinary content, structure the approach to the year, and helps to foreshadow the learning that will follow across the three-year KS3. The unit offers a framework on which students will build their understanding of a wide range of complex concepts (Empire, invasion, economy, religion/the Church etc) which will be encountered in subsequent units. This approach helps to scaffold students' understanding and the breadth study prevents cognitive overload, allowing them to focus more on the substantive content of chronology. Students will explore the role of factors causing migration to Britain and how Britain has been shaped and influenced by the wider world, right from the earliest times. Ethnic diversity in Britain is older than we think. This unit is essential in allowing students from all ethnic backgrounds to be able to 'see themselves' and their histories in our curriculum. It is of particular importance, given the relative prevalence of perceived ethnic monoculture that exists in Devon schools and helps broaden students' understanding of make-up of modern Britain.</p> <p>Local History: Devon stories of migration – timeline. Frayer: Empire, Industrial Revolution, Migration.</p>	Multiple choice questions (MCQs); Knowledge and source focus.

Unit 2: War & Peace Power & Rebellion	Invaders – Why did the Normans win the Battle of Hastings? The conqueror and the conquered – What did the English think when William took control?	Students are introduced to the concept of how we work as historians. The focus is on developing understanding of causation through the significance of factors in William's victory and selecting and explaining evidence to support both spoken and written arguments. Students also have an initial introduction to critical use of source material and the skills of inference through the second consolidation lesson. This is carefully scaffolded by ensuring students are confident with the context in the previous lesson.	<b>Knowledge:</b> Introduces a key turning point in English history. Substantive content includes England pre-conquest to show the reasons for the fight for the throne. Through the study of the conquest itself the students begin to gain understanding of the framework of the impact of conquest and systems of control through the Feudal system, castles and the Domesday Book. The unit helps underpin the synoptic Migration unit which introduces Yr7 through return to some of the motivations for migration (e.g. economic, political, societal). Local history links: Totnes castle/Dartmouth Castle Frayer models: Succession, Heir, Conquest.	Why did William win the Battle of Hastings?
			<b>Substantive concepts:</b> <u>Invasion/conquest</u> ; kingship; Inheritance; empire; coronation; government; <u>control</u>	
Unit 3: Social History	What mattered to mediaeval people?	Students' ability to use source material is built on through this unit, picking up on the work that they did at the end of Unit 2. Students will be exposed to a wider range of source material, written and visual in order to develop their disciplinary knowledge. This will link to the formal assessment task that will require them to select valid inferences from the sources.	<b>Knowledge:</b> The unit links to Norman conquest through the development of the study of government and specifically the roles of the differing classes within the government of the nation in the feudal system. The exploration of the central role of religion and the church in society will lay the ground work for the Reformation and migration units. The unit also examines social and political changes. The focus on the experience of the ordinary people helps provide a wider range of 'histories' rather than focusing on history from above and will ensure better understanding of the genuine turmoil of the reformation for ordinary people when it is studied in Unit 5. Local history links: Exeter Cathedral Frayer: Pilgrimage, Faith, Hierarchy, crusade	Microsoft Forms multiple choice questions (MCQs) - Knowledge and source focus
			<b>Substantive concepts:</b> <u>Religion and the Church</u> ; Feudalism/Social class; Medicine; Gender roles	

Unit 4: The connected world War and peace	Why have interpretations suggested that Pre-Columbian civilizations were uncivilized?	Students are exposed to interpretations as an historical concept for the first time in this unit. This establishes a concept that they are unlikely to have been made aware of in a primary setting and is a common area of misconception. Students will touch on this again in the migration unit and return to it in Yr8 when they look at interpretations of Empire.	<p><b>Knowledge:</b> This unit will use the focused examples of the Incan and Mayan peoples to explore civilizations outside Europe and help challenge the Eurocentric view of world history that is common in KS3 curricula. This will consider European preconceptions of the rest of the world as 'uncivilised' and help create a more global worldview, especially in the light of Western cultural recidivism. The unit offers a chance to study global history, as well as re-evaluate Mediaeval European civilization and accomplishments. As part of the study, students will trace the historical timeline of Pre-Columbian civilizations in the New World and compare to Mediaeval and Early Modern England, analysing the reasons behind the rise and fall of each civilization. Frayer: Civilization, Conquest, Empire.</p>	<p>1. Why have interpretations suggested that Pre-Columbian civilizations were uncivilized? 2. Microsoft Forms (MCQs) Knowledge and source focus.</p>
			<p><b>Substantive concepts:</b> <u>Civilization</u>; Trade; <u>Empire</u>; Slavery; Conquest</p>	
Unit 5: Religion, government and the people	Why was there a Reformation in mediaeval Europe? In what ways did the Reformation matter to ordinary people	Students are scaffolded to continue to improve their understanding of how we write as historians. There is a specific emphasis on using evidence to support and justify their ideas, developing the work they have done throughout the year, particularly in the Norman Conquest unit and Pre Columbian Civilizations units. Reading as an historian is also developed across this unit with students explicitly taught skills of identifying key ideas in extended texts.	<p>This unit forms an important bridge - transitioning from mediaeval England to the Early Modern era. There is an initial focus on the European Reformation in order to place the substantive content into an international context, followed by study of its impact in England - first at national and then regional/local level. The aim here is to build on the concepts introduced in Unit 3 and develop students' understanding that history can be studied at many levels and that these are equally valid ways to approach history. Using the lens of the village of Morebath in the later part of the unit enables students to explore the lives of ordinary people and help them to recognise the impact of national changes on ordinary people rather than abstract laws. The learning here also provides significant conceptual support for the migration unit – especially the experience of the Huguenots. Builds upon stability of monarchy and influence and role of the church and papacy. Local History: Morebath, Exeter Cathedral, St Nicolas' priory. Compton Castle. Frayer: Faith, Doctrine, Dynasty.</p>	How far did the people of England support the reformation?
			<p><b>Substantive concepts:</b> <b>Religion and the Church</b>; Reform; Persecution; Parliament</p>	
			<p><b>Substantive concepts:</b> Commonwealth; Empire; Immigration; <u>Migration</u>; Reformation; Trade; <u>Factors: Economic, Social, Political, War.</u></p>	

## Curriculum Overview

In Year 7, the History curriculum aims to establish a critical platform for the KS3 curriculum. Students will start the year with a study of migration from the Roman Conquest to the present day. This will give a broad chronological sweep of the history they have previously encountered from KS2, and that which they shall delve into over the 3 years of their KS3 study. The unit helps recognise the lived experiences of people within our diverse communities, from stories of migration to everyday life and community. Students then proceed with a study of the Norman Conquest and its impact. This unit teaches students about a significant period of English history and provides them with a framework of the impact of conquest. The study of power and conquest will be developed through studying the Norman conquest and, later, the Crusades. Students will return to the concept of invasion as a motivation, which is introduced in the migration scheme previous. The Mediaeval People unit covers the issue of shared humanity. It aims to challenge common student perceptions that mediaeval people were fundamentally different from themselves, and addresses the issue of perception: that those without the privileges of the present age must have been fundamentally lacking in intelligence. Enabling students to comprehend the motivations and concerns of others (be they other cultures or eras), empowers their analysis of others' actions. The unit will emphasise the central role of religion in mediaeval society. Case studies of the Black Death and the Crusades will help demonstrate the importance of the Church in shaping peoples' lives. The Pre-Columbian Civilizations unit builds on previous work in Year 7; here the focus is on the similarities and differences between the Pre-Columbian civilizations, and European civilizations. The choice of topic is also a useful reminder that a Eurocentric view of the world is limiting, and students should appreciate that different cultures flourished on other continents before the arrival of Europeans. This unit starts to bring in ideas of colonial history, giving a basis for future study of the trade in enslaved peoples and Empire later in Year 8, as well as links into KS4. The study of power and the changing role of Church and Parliament will be investigated with a specific focus on Henry VIII's break with Rome. The interplay between Church and State is crucial to understand. Key substantive concepts such as empire, trade and Reformation will be introduced; foreshadowing the units in Year 8.