



What is the Curriculum Intent?

The intent of the Year 7 History curriculum is to introduce students to foundational historical concepts and skills that will help them understand the structure and significance of the past. The curriculum aims to engage students with key political, religious, and social turning points that shaped Medieval Britain, as well as the broader ancient British context. Through a thematic study, students explore topics such as the organization of the past (Chronology), the migration and history of ancient British peoples, the Norman Conquest, the role of religion in medieval society, and power struggles among monarchs. These topics are designed to develop students' critical thinking and analytical skills while fostering an appreciation for the complexity of history.

How does the curriculum build on that from KS2 History?

- **Expanding Understanding of Power and Authority:** At KS2, students might learn about monarchs and empires broadly. Year 7 deepens this by examining specific instances, such as how William the Conqueror established control over England (Topic 2), and the reasons behind monarchs' struggles for power (Topic 4A) helping students understand the dynamics of acquiring and maintaining power.
- **Introducing Conflict, Warfare, and Cooperation:** Students explore the causes and consequences of conflicts like the Norman Conquest and the Crusades (Topic 3B), examining not just the battles but also the motivations behind them and the cooperation and diplomacy involved, such as alliances and treaties.
- **Exploring Ideas, Attitudes, and Beliefs:** By studying the role of the medieval Church (Topic 3A), students analyse how religious beliefs shaped societal norms and influenced key historical events, providing a deeper understanding of the role of ideologies in history.
- **Introducing Social Structures and Inequalities:** The curriculum begins to address social hierarchies and gender roles by looking at medieval society, including the power dynamics between monarchs, nobles, and the Church, thus linking to the concept of social structures.

What do students do with this knowledge or these skills?

- **Analyse Cause and Consequence:** Through the study of events like the Norman Conquest, students develop their ability to identify the causes of historical events and their consequences, which is crucial for understanding historical processes.
- **Recognize Change and Continuity:** Students begin to trace changes over time, such as shifts in power dynamics after 1066, and identify elements of continuity, like the enduring influence of the Church.
- **Appreciate Historical Significance:** By studying the Crusades and their impact, students learn to assess the significance of events and how they shape historical narratives.
- **Engage with Primary Sources and Interpretations:** The curriculum introduces students to the analysis and inference of primary sources, such as categorising ancient British sources (Topic 1B), and different historical interpretations about the impact of the Crusades (Topic 3B), encouraging them to think critically about how history is constructed.

How does the Year 7 curriculum align with the History National Curriculum?






- **Covering Significant Historical Events and Themes:** The curriculum includes essential topics such as the Norman Conquest and the medieval Church, ensuring that students understand key events and developments in British history.
- **Developing Historical Enquiry Skills:** Students are encouraged to engage with historical enquiry by asking questions and analysing evidence, such as in the study of ancient British peoples and their migration patterns.
- **Supporting SMSC Development:** The curriculum fosters spiritual, moral, social, and cultural development through the exploration of medieval religious beliefs and the ethical questions posed by conflicts like the Crusades.

How does the curriculum align with the Department's Curriculum Intent?

- **Student-Centred Learning and Individual Needs:** The Year 7 curriculum is designed to engage all students by providing differentiated resources and support, ensuring that every student can succeed and enjoy learning about history.
- **Lifelong Learning and Preparedness:** The development of historical thinking and enquiry skills prepares students for lifelong learning and critical engagement with the world.
- **Broad and Balanced Curriculum:** The curriculum offers a wide-ranging study of ancient to medieval British and world history, covering political, religious, and social themes that provide a balanced historical perspective.
- **Coherent and Sequential Learning:** The structured progression from the ancient British peoples to the Norman Conquest and the medieval Church ensures that learning is coherent and builds on previous knowledge.
- **Cultural Capital and Learning Beyond the Classroom:** The inclusion of topics such as the Crusades, the importance of the medieval Church and medieval power struggles enriches students' cultural understanding and appreciation of history's relevance to contemporary issues.

What is included in the Year 7 History curriculum?

History lessons are structured as 'stepped enquiries', with a series of well-thought-out sequencing of lessons allowing students to progress in specific areas of historical thinking. KS3 lessons are **two lessons per fortnight**.

Topic		Enquiry Question	Substantive Concepts	Disciplinary Concepts
	Topic 1: Migration: History of the Ancient British Peoples	Who were the first British peoples?	<p>Migration and Displacement: Exploration of the movement of early peoples to the British Isles, reasons for migration, and its impact on local cultures.</p> <p>Identity: Understanding how these early migrations shaped the identity of the first British peoples, influencing their cultural and social structures.</p> <p>Global Interactions: Examining interactions between early British societies and other contemporary civilizations.</p>	<p>Cause and Consequence: Analysing why migrations occurred and the effects on the existing populations.</p> <p>Change & Continuity: Identifying what changed with the arrival of new peoples and what aspects of culture and society remained the same.</p> <p>Primary Sources: Using archaeological evidence and ancient texts to reconstruct the history of early British peoples.</p>
	Topic 2: The Norman Conquest	How far did the Normans change England?	<p>Power and Authority: Examining how the Normans established control over England and the methods used to maintain power.</p> <p>Social Structures and Inequalities: Investigating changes in social hierarchy, land ownership, and the feudal system introduced by the Normans.</p> <p>Ideas, Attitudes, and Beliefs: Assessing how Norman culture, language, and administrative practices influenced English society.</p>	<p>Change & Continuity: Determining the extent of Norman influence versus the persistence of Anglo-Saxon traditions.</p> <p>Cause and Consequence: Understanding the causes of the Norman Conquest and its long-term impacts on English society.</p> <p>Historical Significance: Evaluating the significance of the Norman Conquest in shaping the course of English history.</p>
	Topic 3A: Religion in Medieval England	Why was the medieval Church so important in people's lives?	<p>Power and Authority: The Church's role as a powerful institution in medieval England, influencing both secular and spiritual life.</p> <p>Ideas, Attitudes, and Beliefs: Exploring the centrality of religious beliefs and practices in shaping people's worldviews and daily routines.</p> <p>Social Structures and Inequalities: The Church's role in reinforcing social hierarchies and providing social services.</p>	<p>Historical Significance: Assessing the Church's influence on medieval society and its enduring legacy.</p> <p>Cause and Consequence: Exploring why the Church held such power and the consequences of its influence on medieval life.</p> <p>Historical Interpretations: Different historical perspectives on the role of the Church in medieval society.</p>
	Topic 3B: The Crusades	Was Jerusalem worth dying for?	<p>Conflict, Warfare, and Cooperation: The motivations behind the Crusades and the conflicts between Christians and Muslims.</p> <p>Ideas, Attitudes, and Beliefs: Religious fervour and the belief in the sanctity of Jerusalem as a holy city for Christians.</p> <p>Global Interactions: The cultural and economic exchanges between East and West during the Crusades.</p>	<p>Cause and Consequence: Understanding the causes of the Crusades and their impact on European and Middle Eastern societies.</p> <p>Historical Significance: Evaluating the Crusades' role in shaping medieval geopolitics and religious relations.</p> <p>Historical Interpretations: Different historians and cultures have varying views on the Crusade</p>
	Topic 4: Struggles for Medieval Power	Why did monarchs struggle to keep power in medieval England?	<p>Power and Authority: Examining the challenges faced by medieval monarchs in consolidating and maintaining power.</p> <p>Conflict, Warfare, and Cooperation: The internal and external conflicts that undermined royal authority.</p> <p>Social Structures and Inequalities: The role of nobles, the church, and other societal groups in power struggles.</p>	<p>Cause and Consequence: Identifying the factors that led to power struggles and their outcomes.</p> <p>Change & Continuity: How power dynamics evolved over time and what remained constant.</p> <p>Primary Sources: Analysing documents like royal charters, letters, and chronicles provides insight into the power struggles of medieval England, showing how monarchs tried to assert control and the challenges they faced.</p>