



PLUME ACADEMY - LEARNING OVERVIEW

Year	Year 7
Subject	History

Curriculum Intent – What are the curriculum aims?



4 Key Principles of the History Curriculum

Four key principles guide the curriculum choices we make, in terms of both substantive knowledge and how students learn best in a history classroom. We want students to both *learn* History and *do* History.

Apprentice Historians learn best when:



Wrestling with an Historical Enquiry Question.

In every History lesson at Plume, students will be asked to think about a key historical enquiry question. This might be for one particular lesson as part of a 'bigger' wider question, or it might be an enquiry question that lasts for several lessons. Every task students do in the lesson, or series of lessons, will relate to that historical question.

Engaging with Subject Knowledge.

Students must engage with a wide range of different types of historical knowledge: *Clear, coherent narratives* concerning people, institutions, places or events; *recalled/narrated with ease* so that the narrative is at the students' fingertips (ready to be called up at will, used in argument/analysis or re-told differently); *Small-scale human stories* that make larger-scale historical stories, events or changes meaningful and memorable; *Macro-stories* conveyed through generalisations and categorisations; *Chronological frameworks*; *General 'sense of period'* that helps students avoid anachronism and a specific 'sense of period' that facilitates the assimilation of smaller narratives or case studies; *Knowledge acquired of historical periods, events or individuals that provides context for the study of a different period, event or individual.* Appropriate *period resonances* attached to substantive concepts such as 'Parliament', 'Church', 'Federalism', 'loyalty' or 'taxation' (lots of stories and examples that build and develop a concept across the curriculum).



Exploring the particular.

In answering historical enquiry questions students must use *specific* accurate relevant knowledge - dates, statistics, proper names and technical vocab. This is acquired through a focus in lessons on the particular - what is specific to that moment then, the *small-scale human story*, the *specific sense of period*, or the *period resonance of a substantive concept.* E.g. *The story of Leslie Kleinman a Holocaust survivor develops an understanding of the substantive concept of Genocide with period resonance and a specific sense of the era of WWII.*



Teaching has a clear purpose.

Each historical enquiry question in the curriculum focuses on a specific area of historical thinking. As well as learning substantive knowledge, students also learn how history as an academic discipline works - disciplinary knowledge. In general, enquiries focus on either change, causation, significance or diversity (similarity and difference).



Making Progress as an Historian:

In history we want students to master a mental model of the past; we want them to have a deep sense of period, be able to tell stories with *historical thinking* just like an historian. We want them to *learn* and *do* history. And we want them to have a lot of fun as they do this! Student feedback will focus on 7 things we believe good historians are able to do. This will help students to set themselves targets and get better at History.

What Do Good Historians Do?



1 Good Historians Explain Why Things Happen.

They can show how events have many causes and how these link together. They can see that some causes are more important than others and that things happen due to the actions of people but also other causes e.g. the economy or religious beliefs. They also characterise events into different types of causes e.g. long term, political, root, triggers, etc. They realise that some actions lead to unintended consequences.



2 Good Historians Are Skilful At Using Evidence.

They can use evidence to make suggestions about what the past was like. They can compare different sources. They think about which pieces of evidence are best for answering questions. They think about the purpose of the source and the context in which it was made.



3 Good Historians Think About Different Views In The Past.

They understand that people in the past had very different ideas about the world than people today. They think about the time in which people lived and how this affected them. They understand that historical people had very different (diverse) experiences and views of the events in which they were involved.



4 Good Historians Understand How Things Changed Or Stayed The Same.

They understand that things in the past developed and changed over time. They understand that sometimes things stayed the same whilst other things changed. They know that changes happen at different speeds, and some changes are bigger than others. They identify pace of change, trends and turning-points.



5 Good Historians Understand Other Historians Interpretations Of The Past.

They can identify what other people have said about the past and understand people's opinions of historical people, events and developments. They understand that writing about the past is made by people at a particular point in time.



6 Good Historians Think About Why Something Is Historically Significant.

They understand that people, events or developments are significant not just because they result in change but because they reveal things about life in the past. They identify reasons why things in the past are included or excluded from history.



7 Good Historians Have Detailed Knowledge And Can Write Clearly.

They have a detailed understanding of different periods of history and can use this knowledge to explain things. They are able to write in clear paragraphs, use connectives and reach judgements, using evidence to support their answers. Literacy Mats, History Bingo and other teaching strategies will help them do this.

Substantive Knowledge Intent in Year 7:

- An understanding of the connections across Medieval Europe, Africa, and Asia – politically, socially and economically
- A developing sense of Medieval Christianity with concepts of Christian identity, the change, and localised experience of Christianity.
- A developing sense of Medieval Islam with concepts of Muslim identity, the spread of Islam, and localised experience of Islam.
- Conflict, cooperation and exchange between Medieval Christianity and Islam.
- To foster a developing understanding of diverse civilisations and their cultures across Medieval Asia, Africa and Europe.
- To grasp the changing dynamics of urban and rural Medieval life: gain a sense of the European geopolitics, power players, power brokers, operation of power in society, changing patterns over time through secure chronological framing and narrative moorings; including, but not limited to, England.
- Develop a sense of global interconnectedness during the Medieval period.
- Foundations for KS3, KS4 and KS5 studies, including migration, diversity, constructs of race and Empires.
- A growing narrative of political, social and economic (trade) stories in the Medieval World.
- Engaging with up-to-date recent historiography – writing by academic historians



Curriculum Implementation - What my child will be learning? & Curriculum Impact -How will progress be assessed?

Year 7	Autumn 1 [7]	Autumn 2 [7]	Spring 1 [5]	Spring 2 [5]	Summer 1 [6]	Summer 2 [5]
Curriculum Implementation: What my child will be learning?	<p>Diverse civilisations & cultures (building on KS2 ancient world, changes in Europe and the Middle East between the fall of Rome 476 to c.1000)</p> <p>How dark were the Dark Ages? [2]</p> <p>Who are these people and how did they die? [2]</p> <p>World views in CE 1000 - European and Middle Eastern contours: religion, ideas, power, connections:</p> <p>What was the view like from Constantinople in the year 1050? [1]</p> <p>A place to pray: What does the story of Cordoba reveal? [1]</p> <p>Why are thousands of people walking thousands of miles through the Abbey church of Saint Faith on their way to Saint James? [1]</p>	<p>Contested power, contested land: England in her European context, nature of medieval monarchy, Land as political entity, Religion as power:</p> <p>How did William conquer England? [1]</p> <p>"Bonjour, marhabaan, Salve or Khair!" How do you say 'hello' in the Kingdom of Sicily? [1]</p> <p>How did the Normans help to recapture the Holy Land? [1]</p> <p>What did John of Salisbury witness in the 12th Century? [1]</p> <p>"At eight years of age, Eleanor of Aquitaine was old enough to realise that she was a very important little girl - indeed the most important in Christendom." How far do you agree with Richard of Poitiers? [1]</p> <p>Why did Henry and Becket's quarrel turn bitter and fatal? [2]</p>	<p>Continued:</p> <p>Was it peace or stalemate between Salah ad-Din and Richard the Lionheart in 1192? [1]</p> <p>Empires: expansion and collapse: Contrasting empires, control through conquest, connections across empires (trade, ideas...):</p> <p>"Foul as it is, hell itself is made fouler by the presence of King John" How far do you agree with Matthew Paris? [2]</p> <p>Just how did the Mongols end up destroying Baghdad? [1]</p> <p>What does the story of Mansa Musa reveal about medieval Africa? [1]</p>	<p>How did the struggle for control between England, Ireland, Scotland and Wales change the British Isles? [1]</p> <p>What sort of a disaster was the Black Death? [1]</p> <p>Stability and instability: Efforts to restore 'stability' after the Black Death (at whose expense? winners & losers) across Europe & Middle East, Disruption returns with 15th century political instability and challenges to established religious ideas and practices.</p> <p>How far did European rural and urban revolts differ? [1]</p> <p>How effective was Medieval medicine and treatment? [1]</p>	<p>Continued:</p> <p>How far did life in a Medieval urban towns change? [1]</p> <p>Wars of the Roses: How far was late medieval English kingship in crisis? [1]</p> <p>Wars of the Roses: How far was instability part of fifteenth century English life? [1]</p> <p>How far did humanism and the Renaissance influence stability? [1]</p> <p>Was King Henry VII a European Renaissance 'Prince'? [2]</p>	<p>Continued:</p> <p>Why was Richard Whiting 'hung drawn and quartered'? [1]</p> <p>Silver and gold: Beginning in the Americas, silver and gold alters the patterns in world trade. Finish in the Mediterranean, where we began.</p> <p>How significant was the New World in shaping the Old? [1]</p> <p>How far had the view from Constantinople changed by the year 1500? [1]</p>
Curriculum Intent (Focus):	Evidence, Significance	Causation & Consequence, Change & Continuity, Interpretation	Similarity & Difference, Causation & Consequence, Significance, Interpretation	Change & Continuity, Similarity & Difference	Change & Continuity, Similarity & Difference, Significance, Interpretation	Causation, Change & Continuity
Curriculum Impact: How will progress be assessed?	<p>Formal: Open Book Essay (evidence): Who are these people and how did they die?</p> <p>Health Checks: classroom and online quizzes, timelines, narratives; exercise book checks</p>	<p>Formal: Linear Examination with Essay (causation): Why did Henry and Becket's quarrel turn bitter and fatal?</p> <p>Health Checks: classroom and online quizzes, timelines, narratives; exercise book checks</p>	<p>Formal: Creative (similarity & difference): Map</p> <p>Health Checks: classroom and online quizzes, timelines, narratives; exercise book checks</p>	<p>Formal: Linear Examination with Narrative historical writing: Write a clear and organised summary that analyses what was exchanged across the Medieval World. Support your summary with examples.</p> <p>Health Checks: classroom and online quizzes, timelines, narratives; exercise book checks</p>	<p>Formal: Open Book Essay (change & continuity): "The Late Medieval (c.1300-c.1500) was a period of instability" How far do you agree?</p> <p>Health Checks: classroom and online quizzes, timelines, narratives; exercise book checks</p>	<p>Formal: Linear Examination with Essay (change & continuity): How far had the view from Constantinople changed by the year 1500?</p> <p>Health Checks: classroom and online quizzes, timelines, narratives; exercise book checks</p>

Super-Curricular Opportunities – Extending Learning

Useful supporting resources:	If a student is really passionate about this subject, they could:	As a parent/carer, I can assist my child in this subject by:
<ul style="list-style-type: none"> There are 5R independent Learning Sheets for both the Spring and Summer Term to support your child in their home-learning. These are packed with ideas (see SMWH) Please visit FrogOS and the Year 7 History page for activities and resources. 	<p>Read:</p> <ul style="list-style-type: none"> <i>The Silk Roads: A New History of the World - Illustrated Edition</i>, by Peter Frankopan <i>The Seeing Stone</i>; or <i>At the Crossing Places</i> or <i>Gatty's Tale</i>, all by Kevin Crossley Holland (great historical fiction!) <i>She Wolf</i>, By Dan Smith (fiction) <i>Catherine, Called Birdy: The Midwife's Apprentice</i>, by Karen Cushman <p>Watch: Any of these Norman videos</p> <p>Surf: Please visit FrogOS and the Year 7 History page for activities and resources.</p> <p>Visit: Colchester Castle</p>	<ul style="list-style-type: none"> Talking to your child about what they have been learning in History, ask them further questions and get them to explain 'stuff' to you. Read this book with your child: <i>The Silk Roads: A New History of the World - Illustrated Edition</i>, by Peter Frankopan Watch historical documentaries together Visit local or national sites of historical interest.