

Year 7 ~ Curriculum Map for History

What are the intended aims for this year's curriculum? To introduce students to the skills of history and how to apply those skills to knowledge taught. Terms 2-4 Social History-to understand how the time periods (underpinned by chronology) effected ordinary people's lives and how their lives changed across different time periods. Terms 5-6 for students to understand their local history through two time periods.											
Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Topic(s): What is History?		Topic(s): What were people's lives like? Medieval period		Topic(s): The Great Plague 1665 Great Fire of London 1666		Topic(s): What were people's lives like? The Industrial Revolution		Topic(s): What were people's lives like in the local area of Herne Bay?		Topic(s): What were people's lives like in the local area of Herne Bay?	
Aim of A&R		Aim of A&R		Aim of A&R		Aim of A&R		Aim of A&R		Aim of EoY exam	
'Big idea(s)' / fundamental concepts	Teaching key historical skills	Understanding people's lives in the Middle Ages	Comparison of medieval villages and towns	What were people's lives like?	Understanding people's lives in the Industrial period	Examining the life of a children factory worker	For students to have an understanding of their local area and what people's lives were like during Victorian times.	For students to have an understanding of their local area, what people's lives were like and how they were affected by World War One.	To implement the skills they have learnt in a piece of extended writing applied to GCSE style questions.		
Knowledge to be learnt	<i>Historical enquiry</i> <i>Evidence</i> <i>Inference</i> <i>Interpretation</i> <i>Chronology</i> <i>Fact</i> <i>Opinion</i> <i>Bias</i> <i>Anachronism</i>	Domesday survey Typical medieval village People of the village Peasant's year Peasant's lives Beginning of towns Medieval streets Street names and guilds Townspople	What did people die of in the 17 th century? Causes of the Plague Symptoms of the plague Treatments and cures Amount of deaths Why it died out Significance of the plague Cause of the fire Reasons why it spread How they tried to stop it Impact-rebuilding of London Significance of the fire	How life changed 1750-1900 Why children worked in industrial Britain Hours children worked How children were treated Comparison to modern children Education in industrial times Food in industrial times Entertainment in industrial times	Reasons why seaside towns developed. Activities in seaside towns Transportation to the seaside. The role of bathing machines.	Overview of the causes of WW1-short term and long term How the lives of the people in Herne Bay were affected by World War One					
Key vocabulary	History. Evidence. Inference. Interpretation. Chronology. Fact. Opinion. Bias. Anachronism. Primary sources. Secondary sources. Era. Period. Century. AD/BC	Villain Reeve. Bailiff. Wattle and daub. Cruck house. Manor. Taxation. Glebe land. Fallow. Tithe. Hygiene. Guild. Merchant. Craftsmen. Apprentice. Labourer. <u>History/exam skills:</u> Similarity. Difference.	Plague Bill of mortality Architect/Architecture Insurance companies Building regulations <u>History/exam skills:</u> Significance	Industrial revolution Domestic system Industrialisation Labour Propaganda <u>History/exam skills:</u> Change	Bathing Machine Leisure pursuit Accommodation Promenade Esplanade Tourism <u>History/exam skills:</u> Prioritising organising and communicating research	Long Term causes Short Term causes Empire Alliances Commemorate Imperialism Colonies Assassination Prestige Dreadnought Arms race <u>History/exam skills:</u> Prioritising Cause and consequence					
The role of reading and comprehension	<i>Every lesson in History involves reading relevant information e.g. from PowerPoint, textbooks or worksheets and sources</i>	Comprehension tasks Sources Diary writing	<i>Every lesson in History involves reading relevant information e.g. from PowerPoint, textbooks or worksheets and sources. Use of Samuel Pepys diary.</i>	Cross referencing Reading sources and interpretations Diary writing	<i>Every lesson in History involves reading relevant information e.g. from PowerPoint, textbooks or worksheets and sources</i>	<i>Every lesson in History involves reading relevant information e.g. from PowerPoint, textbooks or worksheets and sources</i>					
The role of independent extended writing	<i>This is completed through the A+R. Also through the first piece of homework on their first day at HBHS.</i>	<i>This is completed through the A+R. Also through a report they write as a health inspector of a medieval town to assess the poor, unhygienic conditions. They also write a diary of their life as a medieval villager.</i>	<i>This is completed through the A+R.</i>	<i>This is completed through the A+R.</i>	<i>This is completed through the A+R.</i>	<i>This is completed through the A+R.</i>					
The role of maths/ numeracy	<i>Roman numerals, counting years-understanding AD and BC. Understanding centuries</i>	Calculating dates/seasons within a peasant's year Peasants game	Bill of mortality-working out how many people died in London. Drawing a graph. Amount of deaths, homeless, churches destroyed etc. in figures. Working out percentages and fractions.	Calculating working hours Adding up fines Factory game	Use of dates	Assessing the power of each alliance by calculating the number of soldiers, weapons etc.					

Links to careers/ aspirations	<i>Archaeology- using primary evidence from the CAT kit (Canterbury Archaeological Trust)</i>		Archaeology Archiving		Historian, researching, architect, town planning		Archiving Trade unionism Law		Tourist operator Local museum curator Local tourist guide Local historian		Modern historian Journalism Policy officer	
Core skills	To be able to: Carry out a historical enquiry Interpret evidence Critically analyse Create a timeline Categorise evidence Prioritise Understand chronology		To be able to: Understand change and continuity Interpret evidence Analyse sources of evidence		To be able to: Use primary sources Assess significance Comprehend information Prioritise Compare Recall knowledge Revise knowledge Evaluate Analyse		To be able to: Understand change and continuity Carry out a historical enquiry Analyse sources of evidence Interpret evidence Empathise with peoples experiences of the past		To be able to: Assess significance Understand the causes and consequences of events Carry out a historical enquiry Interpret evidence		To be able to: Assess significance Understand the causes and consequences of events Carry out a historical enquiry Interpret evidence	
Dept. enrichment activities											WW1 walk around Herne Bay to include a visit to the Herne cemetery and memorial park.	
Home learning opportunities			Visiting West Stow Anglo-Saxon reconstructed Village, Suffolk. Visiting the local medieval area e.g. medieval Canterbury (Audio tours available), medieval Sandwich etc.		London Dungeons.		Chatham Dockyard Powell Cotton Museum Quex Park Wychuarst (Saxon village) near Wildwood		Visit the bathing machine on Margate beach.		Imperial war museum, London	