





- INTENT-**
- To develop knowledge and understanding of key themes and events of from Medieval to Industrial Britain.
 - Students to apply this knowledge and explain change and continuity over time.
 - Students will be able to critically analyse sources and asses how far they agree with historian’s interpretations.
 - NC Attainment Target: By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

The bigger picture:
This unit creates the foundation for KS3 History. Students are to be led by enquiry questions, with the overarching theme to understand the changes of power in society

Bilton School Planning for Progress over Time
Programme of Study 2020/21

-  – Knowledge and understanding of key events
 – Understand historical concepts of continuity and change, significance, cause and consequence.
 – Making inferences from primary sources and assessing them for utility
 – Analysis of differing historian’s interpretations

IMPLEMENTATION

KS3	Term 1 - EQs What is history? How did a Norman become the King of England? How did life change under the Normans?							Term 2 – EQ How important was the Church by 1558?							Term 3 What was life like in Tudor England?							Term 4 Why were Kings back in fashion by 1660?							Term 5 Industrial Revolution: Who has the power?							Term 6 Britain's Empire: Power at what cost?						
Year 7	L1 What is history? & Chronology L2 Sources 31/08/20 07/09/20 14/09/20 21/09/20 28/09/20 05/10/20 12/10/20 19/10/20							L1 Power of the Church L2 Challenges to the Church Becket L3 Continuation of Church power Beckett Interpretation L4 King (John FAR) L5 Church and Health L6 Causes and treatments of Black Death L7 Consequences of the Black Death and Peasants Revolt L8 Henry VIII L9 The Reformation L10 Monasteries L11 Changing the Church and Interpretations L12 Topic Review Chronology flow diagram L13 End of topic assessment L14 Medieval Christmas (OPTIONAL) 02/11/20 09/11/20 16/11/20 23/11/20 30/11/20 07/12/20 14/12/20							L1 What was Britain like in 1558? L2 Introduction to Elizabeth I L3 Wealth and Prosperity L4 D Culture of Tudor England L5 Crime and Punishment L6 Elizabethan Poor laws L7 Rebellions Elizabeth FAR L8 Black Tudors and Enquiry L9 Black Tudors and Enquiry L10 Black Tudors and Enquiry L11 End of Topic Review L12 Assessment 04/01/21 11/01/21 18/01/21 25/01/21 01/02/21 08/02/21							L1 DIRT-Gunpowder Plot L2 Causes of Civil War L3 Battles/events of Civil War L4 Charles I on trial L5 Execution of Charles L6 Cromwell L7 Cromwell sources how to analyse 8 Charles II restoration L10 End of topic review L11 Assessment L12 Releach (skill focus) Knowledge Review 24/02/21 01/03/21 08/03/21 15/3/21 22/03/21 29/03/21							L1 People on the move L2 population growth L3 & 4 Life in towns and cities L5 Improvements to towns and cities L5 skills lesson FAR L5 Life for children L6 Life for children School L7 8 End of topic review/Whole year revision 19/04/21 26/04/21 03/5/21 10/05/21 17/05/21 24/05/21							L1 Why did Britain want an Empire L2 Impact on the world L3 Exploits of empire – Human cost L4 Empire and Slavery L5 & L6 Life for a slave End of Year Exam and DIRT/Review L7 Abolition of Slavery L9 Abolition continues L10 source skills lesson Re teach skills ready for Y8 07/06/21 14/06/21 21/06/21 28/06/21 05/07/21 12/07/21						
Progress and assessment	One or two FAR/assessment pieces per year group. Model inference then starter then in assessment. L3 – Explain causation L5 – Analysing interpretations and making judgment L11 – Assessment inference and utility. L3 Focus on skills of Explanation – NEEDS CONNECTIVES L5 model source skills and FAR utility L10 topic review to model and establish good revision techniques – assessment on utility of sources. TAKE SOURCE 3 and 4 FROM OLD ASSESSMENT AND MAKE UTILITY.							Focus in lessons on explanation skills L4 Becket Interpretation L13 – Linked events – Chronology revision Spread knowledge of Beckett over 2 lessons to ensure students have the depth of understanding. Need to prep for the written content at GCSE. L4 model then get students to answer interpretations CZA has work on Med Christmas							L2 adapted from end of L1, to give opportunity to develop knowledge L7 – How and why are they different L12 Interpretation assessment – Interpretation of whole Tudor Dynasty – How far do you agree.							L4 – inference skill L11 - Assessment – AO3 Utility CROMWELL							L2 CZa has resources for population growth L5 – How far did life improve in Britain's towns and cities? AO2 judgement							June – PC6 yrs 7-10 only L5/6 Inference Question End of Year Assessment Knowledge Inference Q Explain – two consequences						
Homework	Lesson 1 homework bring in photo of someone from history Why is it important to study history? After L6 to reinforce learning from the lesson.							Kenilworth Castle local history homework booklet to cover Med – Tudor and CW units to be completed as HL.							M Q of S has to be done before Spanish Armada due to chronology. Kenilworth Castle local history homework booklet to cover Med – Tudor and CW units to be completed as HL.							Revision Booklet HWK Kenilworth Castle local history homework booklet to cover Med – Tudor and CW units to be completed as HL.							Revision Booklet HWK													
Key Vocabulary/literacy opportunities	Chronology Inference Interpretations Contender Conquest							Catholic Monarch Revolt Economic							Protestant Divorce Excommunication							Treason Civil War Parliament Royalist Restoration							Industrialisation Sanitary Squalor							Imperialism Slavery Abolition #						
Connected knowledge	Introducing key skills and methods for whole of KS3 to 5. Foundation for content and major changes and lasting impact – link to C and P in year 9 and effect of Norman Conquest. Character and Culture Coding: British Values Diversity Society Cultural Respect Links to SACRE Curriculum Strand: Living							Power of Church links to year 9 C and P and Elizabeth unit to contextualise importance of religion to medieval people to contextualise their learning for later time periods and the huge changes bought about. Emphasise importance of Magna Carta for limiting power of monarchs for rest of year 7 curriculum and into GCSE C and P and Elizabeth. L7 Causes of Black Death Blaming of Jews, link to Merchant of Venice with link to Jews. SACRE links for this topic will be looking at how the power of the church is shifted towards the power of Kings. It will explore how society is affected by this and we will look at the importance of religion – exploring how it is different to today.							Link Henry VIII and changes explicitly to Civil War, C and P (heresy laws). Link to Elizabeth unit at GCSE and provide foundation knowledge for the context of her religious issues. Basis of understanding for A2 unit 1C on the Tudors. Link to English Term 5 Merchant of Venice SACRE links are explored through Henry's break from Rome and the creation of C of E. – Where is power now in society. Black Tudors exploration – looking at history that has been forgotten/written out							Link to C and P at GCSE and how this causes fundamental changes in England and witchcraft. Link back to Term 2 and changing nature of monarchy – link to Magna Carta (both limiting power of kings – Parliament and people becoming more powerful over time). SACRE links are exploring changes in society – how we see Catholics become targeted as outsiders and their attempts to make England protestant once more – is conflict because of religion or power?							Link to Whitechapel and the growth of London in the C and P examined unit. Link to growing democracy – change nature of rule that has been focus for whole year. Make links to government and laws being passed to positive changes with children and workers. Link to empire and growth of Britain's place in the world. L3&4 links to English Term 2 Dickensian Characters Term 4 Ruby and Smoke reference to Victorian London.							Link to causes of WW1. Link to development of the USA to Pl in American West at GCSE. CC link to racism and tolerance/respect. Link to English Term 4 Ruby and Smoke with references to East India Trade Company. SACRE – Why do we have inequality in society today – explore how the effects of empire are still present both in England and around the world today						
End Points	Students will be able to measure progress using tracking sheets in exercise books. As all assessments will use generic criteria, will be moderated through dept meetings it will be possible to measure progress over time within and across year groups.																																									

IMPACT:	At the end of Year 7 students will be able to: 1) Have a clear knowledge of how history has shaped the British Isles from early times to 1900 2) Develop their assessment of historical concepts and church. 3) Develop their analysis of sources Develop their analysis of interpretations to explain how and why they have been constructed.	They will be able to do this by: 1) Demonstrating detailed factual recall of key events/changes studied up to 1900 2) Explaining cause and consequence of the Battle of Hastings and the growth of indutrail towns,, the significance of the Black Death, the significance of the changing power between monarch 3) Confidently evaluating the usefulness of sources, using the Nature, Origin, Purpose and typicality of the source. 4) Clearly explain why a historian has reached an interpretation. To analyse and explain how far they agree with the intpretation put forward.