



Our Lady's Catholic College

Y7 History Curriculum Overview

Our Lady's Catholic College, Morecambe Road, Lancaster, LA1 2RX



KS3 Curriculum Overview

Curriculum Rationale

In History we recognise the importance of developing a challenging curriculum that helps our pupils understand that they are global citizens with global responsibilities. To study history is to understand how our world and society has developed and how it shapes the world that we live in today. Linking the past to the present reminds us of the importance of morality, equality, tolerance and self-reflection. We aim to develop inquisitive, curious and passionate historians who care for and respect the world around them, at a local, national and global level. Our role is to open eyes, to inspire awe and wonder, to challenge misconceptions, conspiracies, stereotypes, populism and apathy.

We have developed a knowledge rich curriculum that tracks the key moments in British and global history and provides pupils with the opportunity to explore key concepts within the context of their time period. Our curriculum provides the opportunity for pupils to know more but also develops their disciplinary knowledge so that they can do more by developing and revisiting key mastery concepts of throughout the key stage. We recognise the importance of learning across the curriculum and seek to build links across the school with other departments, with opportunities for joint planning that can enrich, deepen and broaden our students' learning experience.

Year 7

Enquiry	How did invasion, migration and settlement shape England before 1066?
Rationale	<p><i>'The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 / a local history study'</i></p> <p>Pupils can develop a chronological narrative of England from the Collapse of the Roman Empire to 1066. To link, consolidate and extend pupils knowledge from ks2 topics: Romans, Anglo-Saxons and Vikings. To know and understand how Romans, Anglo-Saxons and Vikings helped shape modern Britain.</p>
Autumn 1	<p>Know</p> <ul style="list-style-type: none">• What impact did the collapse of the Roman Empire have on Britannia?• Why was England a good place to invade before 1066?• What was life like in Anglo-Saxon England?• Why did the Vikings invade and later settle in England?• How do historians know about Anglo-Saxons and Vikings living in England? <p>Know how</p> <p><i>To evaluate the causes and consequences of key events and developments: Collapse of Roman Empire</i></p> <p><i>To understand the motivations for, and consequences of, migration.</i></p> <p><i>To understand the similarities and differences between different groups in societies: Anglo-Saxons, Vikings</i></p> <p><i>To use primary sources and evidence to make inferences about Anglo-Saxons and Vikings living in England after the Romans left.</i></p>

Enquiry	Why was 1066 a significant Turning Point in History?
Rationale	<p><i>'The development of Church, state and society in Medieval Britain 1066-1509'</i></p> <p>To know and understand the significance of succession, conquest and Monarchy linking to KS2 struggles for the Kingdom of England.</p> <p>To make connections between invaders, migrants and settlers with William I and his conquest of England.</p> <p>To understand the impact and consequences of monarchy, rule and Kingdom under William I.</p>
Autumn 1/ 2	<p>Know</p> <ul style="list-style-type: none"> • Who was Edward the Confessor and why did his death lead to one of the most infamous battles in British History? • Who had the best claim to the throne of England in 1066? • How and why did Harald Hardrada invade England in 1066? • Why did William of Normandy win at The Battle of Hastings in 1066? • What does The Bayeux Tapestry tell us about The Battle of Hastings? • How have historians viewed The Battle of Hastings? <p>Know how</p> <p><i>To evaluate the causes and consequences of key events and developments: Death of Edward the Confessor, The Battle of Hastings.</i></p> <p><i>To understand the similarities and differences between different groups in societies: Norman Conquest, Anglo-Saxons</i></p> <p><i>To use primary sources and evidence to make inferences and how know how historians interpret the past differently.</i></p>

Enquiry	How did William I conquer England after The Battle of Hastings?
Rationale	<p><i>'The development of Church, state and society in Medieval Britain 1066-1509 / a local history study'</i></p> <p>To understand the concepts of Conquest, kingdom, Monarchy and Rebellion.</p> <p>To make connections between Kingdom and rule pre 1066 and William I (division/Danelaw/Kingdom)</p> <p>To understand and evaluate the impact of Norman rule upon England (social, political, economic)</p>
Autumn 2 / Spring 1	<p>Know</p> <ul style="list-style-type: none"> • Why did it take William I six years to conquer England? • Was the 'Harrying of the North' justified? • How did the Feudal System help William control England? • What does the Domesday Survey tell us about England in 1085-1086? • How did Motte and Bailey Castles help William I control England? • How did Lancaster Castle develop beyond its Roman and Norman origins? • How have historians viewed the reign of William I? <p>Know how</p> <p><i>To evaluate the causes and consequences of key events and developments: Norman Conquest, development of castles</i></p> <p><i>To understand the similarities and differences between different groups in societies: Feudal System</i></p> <p><i>To use statistical information to support a historical argument: Domesday Survey</i></p> <p><i>To use primary sources and evidence to make inferences: William's Rule</i></p>

Enquiry	What was life like in Medieval England after the reign of William I?
Rationale	<p><i>'The development of Church, state and society in Medieval Britain 1066-1509'</i></p> <p>To develop knowledge of the complexity of people's lives and the relationships between different peoples. Focus on the concepts social, religious and political.</p> <p>To focus upon the social and cultural aspects of The Middle Ages to determine an understanding of beliefs, customs and authority of the Church.</p> <p>To make connections between the lifestyles of Anglo-Saxons, Vikings and Normans to continue to develop an understanding of change over time.</p>
Spring 1 / 2	<p>Know</p> <ul style="list-style-type: none"> • What was it like to live in a Medieval Village? • Why were living conditions in Medieval Towns so poor? • What did people believe caused The Black Death of 1348 and how was it treated? • How did Medieval Towns try to prevent The Black Death of 1348? • How have historians interpreted the impact of The Black Death on England? <p>Know How</p> <p><i>To understand the similarities and differences between different groups in societies: Medieval villages/Towns over time</i></p> <p><i>To use primary sources and evidence to make inferences: Conditions in Medieval Towns</i></p> <p><i>To evaluate the causes and consequences of key events and developments: Black Death 1348</i></p> <p><i>To use statistical information to support a historical argument: Black Death</i></p>

Enquiry	How was the authority of the Medieval Monarchs Henry II, King John and Richard II challenged?
Rationale	<p><i>'The development of Church, state and society in Medieval Britain 1066-1509'</i></p> <p>Pupils can develop a chronological narrative of England from 1087 to 1509 to help extend and deepen contextual knowledge. Linking to KS2 extension of chronological knowledge beyond 1066.</p> <p>To understand the concepts of Christianity, Magna Carta and Revolt.</p> <p>To know and understand the short and long term impact of challenges faced by Monarchs from The Church, Barons and Peasants.</p>
Summer 1	<p>Know</p> <ul style="list-style-type: none"> • Why was The Church so important in people's lives during the Middle Ages? • Why did Thomas Becket challenge the authority of King Henry II in 1170? • How has the Murder of Thomas Becket been interpreted by historians? • Why did King John sign The Magna Carta in 1215? • What were the consequences of the Magna Carta upon King John and his Barons? • Why did Peasants Revolt against Richard II in 1381? • What was the long and term impact of the Peasants Revolt? <p>Know How</p> <p><i>To understand the similarities and differences between different groups in societies: Social structure and impact of Church.</i></p> <p><i>To evaluate the causes and consequences of key events and developments: Murder of Thomas Becket, Magna Carta, Peasants Revolt.</i></p> <p><i>To use primary sources and evidence to make inferences: Murder of Thomas Becket, Monarchical Rule.</i></p>

Enquiry	What was the impact of the religious changes that took place during the reigns of the Tudor Monarchs Henry VII to Mary I?
Rationale	<p><i>'The development of Church, state and society in Medieval Britain 1509-1745 /a local history study'</i></p> <p>Pupils can develop a chronological narrative from Richard III to Henry VII to help extend and deepen contextual knowledge. To focus upon concepts of Dynasty, Succession and the Reformation. To know and understand the cause and impact of religious change upon England from Henry VII to Mary I.</p>
Summer 2	<p>Know</p> <ul style="list-style-type: none"> • Why were the Tudors one of the most 'famous families' ever to rule England? • Why did Henry VIII become Head of the Church of England and 'Break with Rome'? • What religious changes did Edward VI make? • How difficult would it be for Mary I to return England to the Catholic Faith? • Does Mary I deserve the title 'Bloody Mary'? <p>Know How</p> <p><i>To evaluate the causes and consequences of key events and developments: Wars of Roses, Break with Rome</i></p> <p><i>To understand the similarities and differences between different groups in societies: Religious differences 1509-1558</i></p> <p><i>To use primary sources and evidence to make inferences: Henry VIII, Mary I</i></p> <p><i>To use statistical information to support a historical argument: Mary I</i></p>