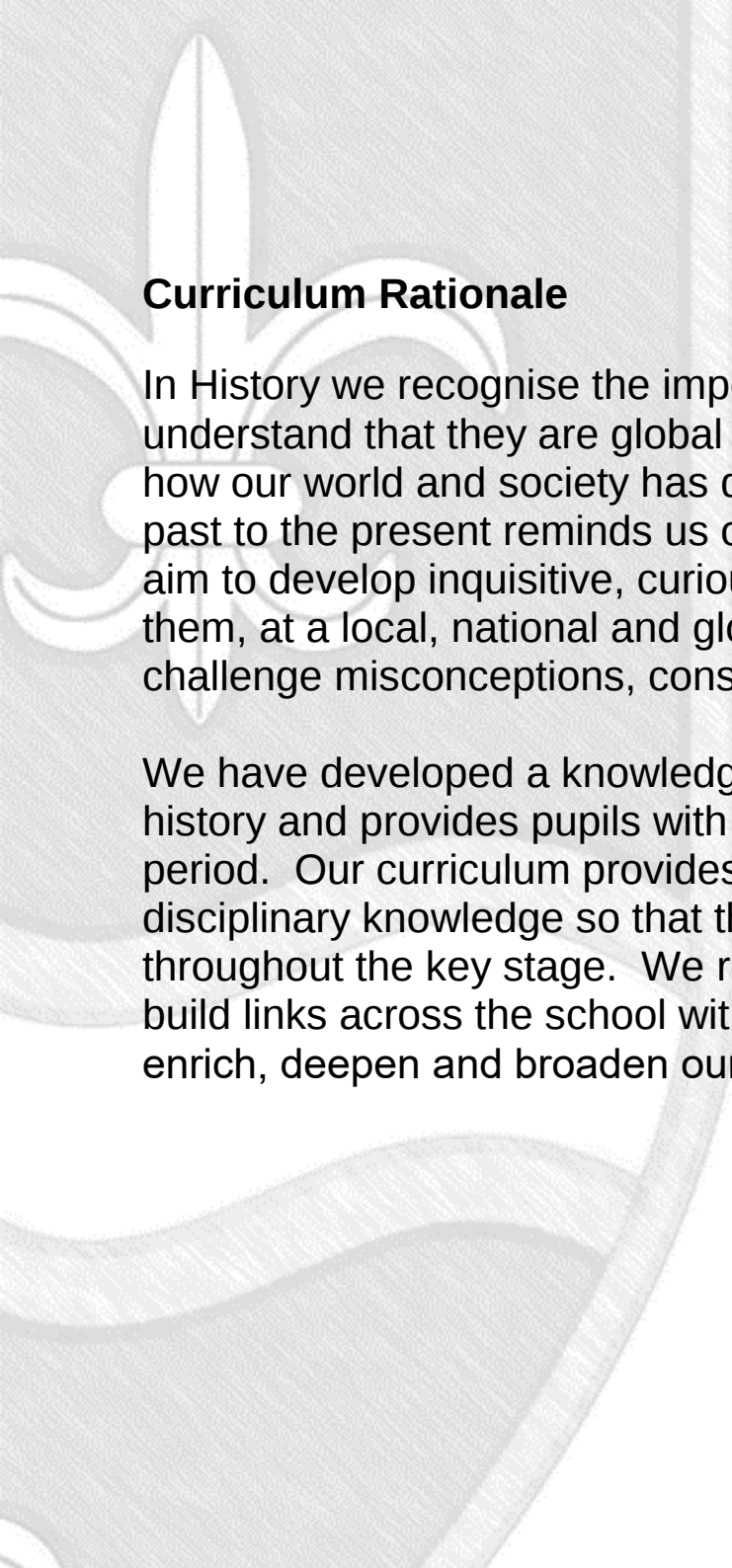




Our Lady's Catholic College

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	<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> 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.
Autumn 1	Know • What was the Roman Empire and how did it develop and expand? • What was the impact and significance of 'Britannia's place within the Roman Empire? • What were the similarities and differences between the people who lived in Britannia during the time of the Romans? • What were the consequences of the collapse of the Roman Empire on Britannia? • Why were the British Isles so attractive to migrants and invaders before 1066? • What were the changes and continuities of Anglo-Saxon and Viking England? • How has 'Our Island Story' (including Scotland, Ireland and Wales) been shaped by the Romans, Anglo-Saxons and Vikings? Know how <i>To evaluate the causes and consequences of key events and developments: Collapse of Roman Empire (Cause and Consequence)</i> <i>To understand the motivations for, and consequences of, migration. (Cause and Consequence)</i> <i>To understand the similarities and differences between different groups in societies: Anglo-Saxons, Vikings. (Similarity and Difference)</i> <i>To assess the pace, extent and impact of change. (Change and Continuity)</i> <i>To use primary sources and evidence to make inferences about Anglo-Saxons and Vikings living in England after the Romans left.</i> (Evidence)

Enquiry	Why was 1066 a significant Turning Point in History?
Rationale	<i>'The development of Church, state and society in Medieval Britain 1066-1509'</i> To know and understand the significance of succession, conquest and Monarchy linking to KS2 struggles for the Kingdom of England. To make connections between invaders, migrants and settlers with William I and his conquest of England. To understand the impact and consequences of monarchy, rule and Kingdom under William I.
Autumn 2	Know • What was the 'State' of England in 1066? • Who was Edward the Confessor and why did his death lead to a succession crisis? • Who had the best claim to the throne of England in 1066? • Why did Harold Godwinson win at the Battle of Stamford Bridge in 1066? • Why did William of Normandy win at The Battle of Hastings in 1066? • What does The Bayeux Tapestry tell us about the Norman Invasion, and about life in 1066? • What does the evidence suggest about the death of Harold Godwinson? Why are historians divided about how he died? Know how <i>To evaluate the causes and consequences of key events and developments: Death of Edward the Confessor, The Battle of Hastings. (Cause and Consequence)</i> <i>To understand the similarities and differences between different groups in societies: Norman Conquest, Anglo-Saxons. (Similarity and Difference)</i> <i>To use primary and secondary sources and evidence to make inferences and support historical argument. (Evidence)</i> <i>To evaluate, and make comparisons between, different historical interpretations, and the views of historians. (Historical Interpretations)</i>

Enquiry	How did the country change in the years after 1066?
Rationale	<i>'The development of Church, state and society in Medieval Britain 1066-1509 / a local history study'</i> To understand the concepts of Conquest, kingdom, Monarchy and Rebellion. To make connections between Kingdom and rule pre 1066 and William I (division/Danelaw/Kingdom) To understand and evaluate the impact of Norman rule upon England (social, political, economic)
Spring 1	Know • What problems did William 'The Conqueror' face when he became King? What methods did he use to gain control? • What were the causes and consequences of the 'Harrying of the North'? • How did Motte and Bailey Castles help William I control England? • What does the Domesday Survey tell us about the similarities and differences of life in England in 1085-1086? • How did Castles develop during the Middle Ages – including Lancaster Castle? • How were Castles used by English Monarchs to suppress the people of Wales? Know how <i>To evaluate the causes and consequences of key events and developments: Norman Conquest, development of castles.</i> (Cause and Consequence) <i>To understand the similarities and differences between different groups in societies: Feudal System. (Similarity and Difference)</i> <i>To assess the pace, extent and impact of change. (Change and Continuity)</i> <i>To consider the importance of individuals in history, and learn about the criteria used by historians to ascribe significance to people and events. (Significance)</i> <i>To use statistical information to support a historical argument: Domesday Survey. (Evidence)</i> <i>To use primary sources and evidence to make inferences: William's Rule (Evidence)</i>

Enquiry	What was life like in Medieval England?
Rationale	<i>'The development of Church, state and society in Medieval Britain 1066-1509'</i> To develop knowledge of the complexity of people's lives and the relationships between different peoples. Focus on the concepts social, religious and political. To focus upon the social and cultural aspects of The Middle Ages to determine an understanding of beliefs, customs and authority of the Church. To make connections between the lifestyles of Anglo-Saxons, Vikings and Normans to continue to develop an understanding of change over time.
Spring 2	Know • What were the changes and continuities of life under the 'Feudal System'? • What were the similarities and differences of life in villages and towns during the Middle Ages? • Why was the Church the most important institution in people's lives during the Middle Ages? • What were the causes of 'The Black Death' in 1348 and how did people explain it at the time? • How did people try to treat and prevent the Black Death? • What were the consequences of the Black Death – for people across the British Isles? Know How <i>To understand the similarities and differences between different groups in societies: Medieval villages / Towns over time. (Similarity and Difference)</i> <i>To use primary sources and evidence to make inferences: Conditions in Medieval Towns (Evidence)</i> <i>To evaluate the causes and consequences of key events and developments: Black Death 1348. (Cause and Consequence)</i> <i>To understand the importance of religion within the context of wider political, economic and social change. (Significance)</i>

Enquiry	How was the authority of Medieval Monarchs challenged?
Rationale	<i>'The development of Church, state and society in Medieval Britain 1066-1509'</i> 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. To understand the concepts of Christendom, Magna Carta and Revolt. To know and understand the short and long-term impact of challenges faced by Monarchs from The Church, Barons and Peasants.
Summer 1	Know • Why were there tensions between Church and State in the Middle Ages? • What were the causes, consequences and significance of Thomas Becket's challenge to the authority of King Henry II? • Why was Becket murdered in 1170 and who was responsible? • How have historians used evidence to assess the reign of 'Bad' King John? • Why did King John sign 'Magna Carta' in 1215? • Does Magna Carta deserve its significant position as one of the key turning points in the development of democracy? • Why did the peasants revolt against Richard II in 1381? Know How <i>To understand the similarities and differences between different groups in societies: Social structure and impact of Church. (Similarity and Difference)</i> <i>To consider the importance of individuals in history, and learn about the criteria used by historians to ascribe significance to people and events. (Significance)</i> <i>To evaluate the causes and consequences of key events and developments: Murder of Thomas Becket, Magna Carta, Peasants' Revolt. (Cause and Consequence)</i> <i>To use primary sources and evidence to make inferences: Murder of Thomas Becket, Monarchical Rule. (Evidence)</i>

Enquiry	How significant were the 'Wars of the Roses'?
Rationale	<i>'The development of Church, state and society in Medieval Britain 1066-1509'</i> 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. To understand the concepts of Succession, Civil War, Monarchy and Legitimacy. To know and understand the short and long-term impact of challenges faced by Monarchs, from the nobility and civil war.
Summer 2	Know • What were the causes and consequences of the 'Wars of the Roses'? • What can we learn from the women of the 15th Century about the events, changes and continuities of the Wars of the Roses? • What does the evidence suggest about what happened to the 'Princes in the Tower'? • Why do historians continue to debate the involvement, and long-term reputations of Richard III and Henry Tudor? • Why was the 1485 Battle of Bosworth such a significant turning point? Know How <i>To understand the similarities and differences between different groups in societies (Similarity and Difference)</i> <i>To understand the importance of War within the context of wider political, economic and social change. (Significance)</i> <i>To evaluate the causes and consequences of key events and developments: Causes and consequences of the Wars of the Roses (Cause and Consequence)</i> <i>To use primary and secondary sources and evidence to make inferences and support historical argument. (Evidence)</i> <i>To evaluate, and make comparisons between, different historical interpretations, and the views of historians. (Historical Interpretations)</i> <i>To use primary sources and evidence to make inferences: Princes in the Tower investigation. (Evidence)</i>