



Curriculum Overview: History

Year 7 Summer Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>The Renaissance: Exploration, key scientific and medical discoveries/developments, cultural changes, everyday life</p> <p>The Civil War</p> <p>Witchcraft</p>	<p>Knowledge The voyages of discovery – countries and knowledge discovered. Scientific and medical discoveries e.g. Copernicus Heliocentric Theory. Guttenberg Printing Press, Harvey Circulation of the Blood. Cultural developments e.g. changes in theatre and William Shakespeare, developments in art moving towards more realistic secular art. Everyday life – did it change as a result of the Renaissance?</p> <ul style="list-style-type: none"> Causes, course and consequences of the Civil War including an assessment of Cromwell Causes, course and consequences of the witch craze in East Anglia <p>Understanding</p> <ul style="list-style-type: none"> The concepts of change over time with regards to the Renaissance, cause and consequence in terms of the Civil War and witchcraft and source analysis with regards to witchcraft <p>Skills</p> <ul style="list-style-type: none"> Assess change and continuity over time Prioritising causes Evaluate significance Assess interpretations Source analysis 	<p>Ability to contribute verbally to class discussion and debate about usefulness, causes, consequences, change and continuity and significance.</p> <p>Ability to assess and clearly demonstrate in PEEL paragraphs change and continuity over time.</p> <p>The ability to judge the relative significance of individuals in history e.g. Charles I, Oliver Cromwell and Matthew Hopkins.</p> <p>Applying knowledge to a GCSE style question.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as card sorts, colour coding and creation of thought maps.</p> <p>Ability to judge sources for their utility in terms of content and provenance.</p>	<p>AQA workbook for KS3</p> <p>Doddle</p> <p>BBC Bitesize</p>

Year 7 Summer Term 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>Was there an 18th Century Scientific Revolution?</p> <p>Empire</p>	<p>Knowledge</p> <ul style="list-style-type: none"> Scientific and technological developments in the 18th Century – Wren architecture, Hooke’s microscope and understanding of cells, Newton force, gravity and space, Savery and Newcomen steam power. Continued existence of religion and superstition. Examination of what an empire is. Britain’s motives for and methods of building an empire. Impact of the empire on colonies. <p>Understanding</p> <ul style="list-style-type: none"> The concepts of change over time with regards to whether there was a scientific revolution in the 18th Century. Causes and consequences of empire building. <p>Skills</p> <ul style="list-style-type: none"> Assess change and continuity over time Evaluate significance Explain and assess cause and consequence Source analysis 	<p>Ability to contribute verbally to class discussion and debate about usefulness, significance and change and continuity over time.</p> <p>Ability to assess and clearly demonstrate in PEEL paragraphs change and continuity over time.</p> <p>Ability to write a report in support of one interpretation of the British Empire.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as card sorts, tables, colour coding and creation of thought maps.</p> <p>Ability to judge sources for their utility in terms of content and provenance.</p>	<p>AQA workbook for KS3</p> <p>Doddle</p> <p>BBC Bitesize</p>