Year 7 & 8 History Learning Journey

*Schools are not required by law to teach the example content or the content indicated as being non-statuatory

KS3 National Curriculum History	Year 7: What in the World...?!	Year 7: How significant was the Church during the Medieval Period?	Year 7: Why did we kill our King?	Year 8: How has Britain changed the world?	Year 8: Societal change has always come as a result of violence': How far do you agree?	Year 8: How did the Great Wars make the Modern World?	Year 8: Thematic Case Study: Terrorism	Notes
The Development of the Church, state and society in Medieval Britain 1066-1509 (Non-Statuatory) -The Norman Conquest -Chrisendom, the importance of religion and the Crusades -the struggle between Church and crown -Magna Carta and the Emergence of Parliament -The English campaigns to conquer Wales and Scotland up to 1314 -Society, economy and culture: Feudalism, farming, trade, art -The Black Death and its social and economic impact -Peasants' Revolt -Hundred Years War -Wars of of the Roses: Henry VII and attempts to restore stability	x	x						In Year 7 we focus on 'What in the World' which encompasses different empires in 1066 before moving on to consider the Norman Conquest and then the Silk Roads/Baghdad. We cover a Christendom topic as well as cover Medieval Society, economy and Culture aspect of the curriculum. It will also give a better context for the Black Death and consequent Peasant's Revolt, resulting in the Magna Carta. The struggle between Church and Crown focuses upon Henry II and the Murder of Thomas Becket. Local Study focus on Licroicia of Winchester, Jewish Medieval financier.
The development of the Church, state and society in Britain 1509-1745 -Renaissance and Reformation in Europe -The English Reformation and Counter Reformation (Henry VII to Mary I) - The Elizabethian religious settlement and conflict with catholics (including Scotland, Spain and Ireland) - the first colony in America and first contact with Indian - the causes and events of the Civil Wars throughout Britain - The interrgnum (including Cromwell in Ireland) -The restoration, 'Glorious Revolution' and power of parliament - the Act of Union 1707, the Hanoverian succesion and the Hacobite rebellions of 1715-1745 - society, economy and culture across the period: work and leisure in town and country, religion and supersition in daily life, theatre, art, music and literature			x					We focus upon the Tudors in the context of religious turmoil and reformation. It then leads into studying the Stuarts (James I, the Gunpowder Plot and the witch craze), the English Civil War where we look at the conflict changing between church and monarchy to government and monarchy. We then study the Georgians and their contributions to society in culture and fashion.
Ideas, politcal power, industry and empire: Britain 1745-1901 **(Non-Statuatory)** - The Enlightment in Europe and Britain, with links back to the 17th century thinkers and scientists and the founding of the Royal Society - Britains transatlatnic slave trade: its effects and its eventual abolition - The Seven years War and the American War of independence - The French Revolutionary Wars - Britain as the first insutrial nation- the impact on society party politics, etesnsion of the franchise and social reform - the development of the British Empire with a depth study (example, India) -Ireland and homerule - Darwin's Origin of Species				x				We teach the British Empire and Trans Atlanitc Slavery at the start of Year 8 in our 'How has Britain changed the world' topic about Exploration, Empire and Emancipation. In this topic we study some of the impacts of the British Empire in, for example, India. We find this then gives a better understanding to move into the Industrial Revolution. Year 8 then study a period of political reform and the idea of Revolution and Enlightenment. We cover the French Revolution, students consider other revolutions in their home learning such as the American Revolution and Indpendence. We then go on to study how this impacted Britain and the Suffragette movement.
Changes for Britain, Europe and the wider world 1901 to the present day. In addition to studying the Holocaust, this should include: **(Non-Statuatory)** **-** Women's Suffrage -The First World War and the Peace Settlement - the inter-war years: The Great depression and the rise of Dictators - The Second World War and wartime leadership of Winston Churchill - The Creation of the Welfare state Indian Independance and end of Empire - Social, culural and technological change in post-war British society - Britain's place in the world since 1945					x	x		Year 8 has a heavy focus on the 20th century as this sets up the context for about 60% of the GCSE course. The World Wars and Dictators also prove to be the most popular topics with students. within the Dictators topic, we look at the Russian Revolution to give an outside of Britain focus. Year 9 students have a 'Cultural Capital and Character Development Day' which focuses on the Holocaust including hearing a Holocaust survivor.
A Local History study (Non-Statuatory)- a depth study linked to one of the British areas of study listed above - a study over time, testing how far sites in their locality reflect aspects of national history - a study of an aspect or site in local history dating from a period before 1066	x							In Year 7 we study the Anglo-Saxons in Winchester with a focus on Alfred the Great, his impact on society and the making of Britain through movement and settlement (the Angles, Jutes and Saxons).
The study of an aspect or theme in British history that consolidates and extends pupils chronological knowledge from before 1066 **(Non-Statuatory)** - the changing nature of political power in Britain, traced through selective case studies from the Iron Age to Present - Britains changing landscape from the Iron Age to present - a study of an aspect of social history, such as the impact through time of the migration of people, to from and within the British Isles - a study in depth into a significant turning point: for example, the Neolithic Revolution	x							We discuss the pre-history element of History when students join in year 7 as we do an introduction to 'what is History', though only a brief introduction. We are currently discussing whether it would be possible to add a thematic study into our Schemes of Work which would provide sufficient challenge/rigor for our students but also increase connections between some of our topics across KS3. Our approach is currently more a chronological one across year 7 and 8 so that students can make connections over time and consider progress/regress, change/continuity.
At least one study of a significant society or issues in world history and its interconnections with other world developments	x			x			x	In the first term of Year 7 we have introducted a small scheme of work on Empires in 1066 around the world, which then goes into Medieval Baghdad to compare against Medieval England. This is based upon recent Historiograph from Frankopans 'Silk Roads'. In Year 8 we also study the topic of 'Exploration, Empire and Emancipation' which cover the British Empire and the Slave Trade which consider their connections in the wider world. In the final term of Year 8, as an additional scheme of work which is time permitting, students follow a Terrorism topic that focuses upon Historic terrorism and how this has developed over time. E.g. Gunpowder Plot, The Irish Troubles, Al Qaeda.

Historical Skills								
Source Analysis Interpretation Causation Change on Continuity Significance Chronology								These are not part of the National Curriculum but are integral Historical Skills that we teach explicitly to students. This has been suggested through external CPD and through conversations and CPD with our HIAS.
Diversity								
Historical Themes								
Power Ideas and Beliefs War and Conflict Movement and Settlement Ordinary Life Britain and the World								These are not part of the National Curriculum but again are important in helping students theme History which supports the GCSE content. These are 'colour coded' on the curriculum maps which students have in their books, and are used in Year 7 introduction lessons. This has also been suggested through external CPD and in conversations and CPD with our HIAS.