History

To make a success of our future we must have an understanding of our past

The Greek word historia translates as "inquiry" and this is fundamental to our department. We seek to challenge and excite, to provoke and to enlighten, to make History fun and fascinating. We want to foster learning that poses more questions than answers, that leaves children asking what happened next, why did she do that, what will happen to him and how does this affect me. We want to nurture that inquisitive mind that fosters a thirst for learning, a growing independence, a desire to take risks and reach their own conclusions. Students should be proud to be historians; to gain knowledge of their identity, their belonging and to learn tolerance in an intolerant world.

Students will be set homework in accordance with Year 7 homework plans.

Teachers will introduce the homework tasks, in various forms, at various points during the half term in line with the schemes of work.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Neolithic Revolution (Developing Skills)	4	- To identify continuation and change in the Neolithic Revolution - To identify causes and consequences of the Neolithic Revolution - To choose sources to structure an argument - To utilise evidence to create an argument concerning the original function of Stonehenge
Why did William win the Battle of Hastings?	8	- To explain why there was a succession crisis in 1066 - To compare and contrast the Norman and Anglo-Saxon armies - To identify causes of William's victory at Hastings - To categorise causes of William's victory at Hastings - To evaluate and prioritise the causes of William's victory at Hastings

What role did religion play in medieval society?	8	- To describe and explain the role religion played in medieval society - To define the term crusade - To describe the crusading journey - To identify who went on crusade and explain why they went - To explain how the Normans used the church as a method of control - To describe the spread of monasticism in Norman England - To evaluate source material
How did kingship changeunder King John?	6	- To use facts and opinions to form judgements about kings of England - To explain the changes in the role of English kingship - To identify, categorise and evaluate the problems faced by King John - To identify problems with evidence and source concerning King John - To evaluate source material
Did the Black Death lead to the Peasants' Revolt?	6	- To compare modern and medieval interpretations of the causes of the Black Death - To evaluate the positive and negative impact of the Black Death - To explain and assess the importance of the different causes of the Peasants' Revolt and make links to the Black Death - To assess interpretations of the Peasants' Revolt - To link the Black Death and Peasants' Revolt in a causal web
What can we learn about theTudors from their portraits?	7	- To identify and use evidence to create reasoned judgement - To evaluate sources for utility and limitations - To research Henry VIII using a variety of sources - To select evidence to identify continuity and change in the reign of Mary I