

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 at various points during the half term in line with the schemes of work. Students can decide to complete that week or wait until the end of the unit and complete all, as long as the final deadline is met.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Neolithic Revolution (Developing Skills)	4	<ul style="list-style-type: none">• 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?	7	<ul style="list-style-type: none">• 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
Why did men go on crusade?	8	<ul style="list-style-type: none">• To define the term crusade• To describe the crusading journey• To identify who went on crusade and explain why they went• To prioritise reasons that men went on crusade• To evaluate source material for utility

How did kingship change under king John?	6	<ul style="list-style-type: none"> • 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 for utility and reliability
What can we learn about the Tudors from their portraits?	8	<ul style="list-style-type: none"> • 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 evaluate reliability using the purpose of sources • To select evidence to identify continuity and change in the reign of Mary I
How significant is Oliver Cromwell?	6	<ul style="list-style-type: none"> • To examine the different reasons for the start of the Civil War • To evaluate the significance of Oliver Cromwell • To evaluate how well Cromwell was remembered • To evaluate the results of Cromwell's and their relevance in UK today • To evaluate how remarkable Cromwell's life was • To evaluate how much Cromwell resonates with us today