

Year 7 Curriculum Intent for History

At Dixons Cottingley we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in History through the below:

By the end of Year 7 students at Dixons Cottingley studying History will be exposed to the following:

- The Norman Conquest, causes and impact
- The Nature of Medieval Kingship – Church & State
- The significance of the Black Death for Medieval Peasants – Change and Continuity
- The English Reformation, causes and impacts
- The English Civil War, causes

By the end of Year 7 students at Dixons Cottingley studying History will be taught the following skills:

- The development of interpreting sources, contemporary and modern
- Building an enquiry
- Developing extended writing skills through explanation and evaluation
- Building an awareness of Second Order Concepts within History such as cause and consequence, significance, chronology and change and continuity

In order to truly appreciate the subject and create deep schema, History has been sequenced with the following rationale:

- Our focus is developing a schema of chronological history so that they can develop a stronger understanding of wider historical events and place into context of their own lives. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity and the challenges of their time. Therefore, Year 7 teaching focuses on British history, the Church, State and Society in Medieval Britain between 1066 to 1509. Also about ideas about political power between the years 1509 to 1745. This will be consolidated in Year 8 by a continued study of challenges to Britain and the wider world from 1901 to the present day.

The History curriculum at Cottingley has been influenced by:

- The rationale for the History curriculum is based on following the National Curriculum at its core.
- This compliments the DCO teaching and learning rationale based on the concept of powerful knowledge. In History powerful knowledge is based on the ideas of first order concepts a student's needs to have a deep understanding of to make sense of the world in which we live. Such as religious change, through the reformation, the idea of kingship and its development over time, revolution and reform, political concepts such as Parliament and the beginnings of democracy.

Our History curriculum ensures that social disadvantage is addressed through:

- For disadvantage students the curriculum ensures that there is opportunities for students to visit historical locations that will help to embed their knowledge. Within lessons, students will encounter a range of resources, from contemporary sources to modern historian's writings in an attempt to help them contextualise their knowledge about the events they are studying.
- For SEN students, lessons are adapted to focus on their specific learning needs. This could be through modelling answers and sentence structures,

Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory.

Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers, through:

- Understanding the development of democracy and monarchy and the development of power between the two
- Examining the inequalities and diversity of experiences of different sections of society
- Understanding the ethical and moral debates within the Catholic and Protestant churches

A true love of History is developed by teaching beyond the domain of the GCSE specification. Examples of such content: (Complete for Years 9 – 11 only)



- None of the topics studied are in the GCSE Specifications.
- At the end of year 7m we intend to visit a Castles.

Further Information can be found in:

- Long term plans
- Medium Term Plans

