

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

## Class 7- Venture Curriculum - History/ 2 Lessons weekly

| Year   | 2022 – 2023<br>Autumn 1<br>Unit 1  | 2022 – 2023<br>Autumn 2<br>Unit 2   | 2022 – 2023<br>Spring 1<br>Unit 3   | 2022 – 2023<br>Spring 2<br>Unit 4   | 2022 – 2023<br>Summer 1<br>Unit 5  | 2022 – 2023<br>Summer 2<br>Unit 6  |
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| Year 7 | <p><b>Topic:</b> Migration (61AD)</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is migration?</li> <li>2) Who was Boudica?</li> <li>3) What happened to her?</li> <li>4) Why did the Romans invade England?</li> <li>5) Were the Romans successful in this endeavor?</li> <li>6) Why do people migrate?</li> </ol> <p><b>Key skills and knowledge:</b><br/>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> | <p><b>Topic:</b> The Norman Conquest (1066)</p> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1) When did this happen?</li> <li>2) Who was involved?</li> <li>3) What is the Bayeux tapestry? Location and significance.</li> <li>4) How did this impact the country mainly political divide?</li> <li>5) What can be seen today that come from that era? (French language, foods, etiquette, castle design)</li> </ol> <p><b>Key skills and knowledge:</b></p> | <p><b>Topic:</b> Medieval England (1066-1485)</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) Describe medieval farming.</li> <li>2) Describe Manor houses.</li> <li>3) Explore the lifestyle of peasants.</li> <li>4) What was the Black Death (1346-1350) how did affect the population?</li> <li>5) What impact did the Magna Carter have on the locals? Freedom</li> <li>6) Why was everyone forced to convert?</li> </ol> <p><b>Key skills and knowledge:</b></p> | <p><b>Topic:</b> The crusades (1095)</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) When did the crusades begin?</li> <li>2) Who instigated the war?</li> <li>3) What were they fighting over?</li> <li>4) What guarantees did the Pope give?</li> <li>5) Who was St George?</li> <li>6) What is the story that is being narrated today?</li> <li>7) Was this war relevant?</li> <li>8) How does this war compare to others?</li> </ol> <p><b>Key skills and knowledge:</b></p> | <p><b>Topic:</b> The problems with Medieval Monarchs (1189)</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) How are the following monarchs. Refer to list below.</li> <li>2) List who they are and what they were famous for?</li> <li>3) How is King Richard ‘Lion heart’ remembered today?</li> <li>4) What was the hype about Richard III in Leicester?</li> <li>5) What was Richard III known for? (supposedly killing his nephews for the crown unique armour) Prompted war of the Roses.</li> </ol> | <p><b>Topic:</b> The Black Death 1347-1359</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is a plague?</li> <li>2) Where the Bubonic plague begin from?</li> <li>3) What animal spread this disease? (rats and fleas)</li> <li>5) How many died from this disease?</li> <li>6) List some of th4e cures they suggested and tried?</li> <li>7) Describe the plague doctors.</li> </ol> <p><b>Key skills and knowledge:</b><br/>Describe significant individuals from the past.</p> <p><b>Assessment outcomes:</b></p> |

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|                                    | <p><b>Assessment outcomes:</b></p> <p>Illustrates an historical event or celebration (P7)</p> <p>Describes some aspects of artefacts in simple terms (P8)</p> <p><b>Pre and post topic assessments.</b></p> | <p>Look at more than two versions of the same event or story in history and identify differences.</p> <p><b>Assessment outcome:</b></p> <p>With support answers questions about an event (P7)</p> <p>Identifies objects as being from the past or present. (P8)</p> <p><b>Pre and post topic assessments.</b></p> | <p>Choose and select evidence and say how it can be used to find out about the past.</p> <p><b>Assessment outcomes:</b></p> <p>Relates an experience to an event or story (P7)</p> <p>Answers simple questions about an historical story (P8)</p> <p><b>Pre and post topic assessments.</b></p> | <p>Explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p><b>Assessment outcomes:</b></p> <p>Uses commentary to order and plan activity (P7)</p> <p>Uses terms to describe past and present like now/then, today/yesterday, before/after (P8)</p> <p><b>Pre and post topic assessments.</b></p> | <p>Richard the Lionheart (r1189-99);</p> <p>King John (r1199-1216);</p> <p>Edward I (r1272-1307);</p> <p>Edward II (r1307-27);</p> <p>Henry V (r1413-22);</p> <p>Edward IV (r1461-70 and 1471-83); and</p> <p>Richard III (r1483-85)</p> <p><b>Key skills and knowledge:</b></p> <p>Sequence several events, artefacts or historical figures on a timeline using dates.</p> <p><b>Assessment outcomes:</b></p> <p>Sequences a report of an event (P7)</p> <p>Identifies objects as being from the past or present (P8)</p> <p><b>Pre and post topic assessments.</b></p> | <p>Observes changes over a long period of time (P7)</p> <p>Identifies personal experiences from the past or present (P8)</p> <p><b>Pre and post topic assessments.</b></p> |
| <p>Links to Gatsby Benchmarks:</p> | <p><b>Gatsby Benchmark</b></p>  | <p><b>Gatsby Benchmark</b></p>  | <p><b>Gatsby Benchmark</b></p>  | <p><b>Gatsby Benchmark</b></p>  | <p><b>Gatsby Benchmark</b></p>   | <p><b>Gatsby Benchmark</b></p>   |

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|  | <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.</p> | <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p> | <p>6. Experiences of workplaces. Students to consider what skills are needed to access the opportunities they are interested in.</p> | <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.</p> | <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.</p> | <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p> |
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