

Huntington School History curriculum

Overview of Year 7

Each unit is shaped and driven by an **enquiry question** – the whole unit is about helping students gather the knowledge and historical thinking they need to answer that question.

As outlined in our **feedback policy**, teachers will provide a range of whole-class and verbal feedback throughout the year as and when appropriate, on classwork, extended learning and end of enquiry pieces. This is flexible and adaptive to the needs of individual students and is in addition to feedback and directed improvement time on the major assessments.

There are some set homework tasks and in other areas there is more flexibility for teachers to set tasks that

You can **support your Year7 historian** in their day-to-day learning by

- Asking them about what they are learning
- Helping them with homework tasks, especially quizzing them during revision homeworks.
- Use the **extend and develop** sections below to find opportunities for students to further their knowledge and understanding

Huntington School History

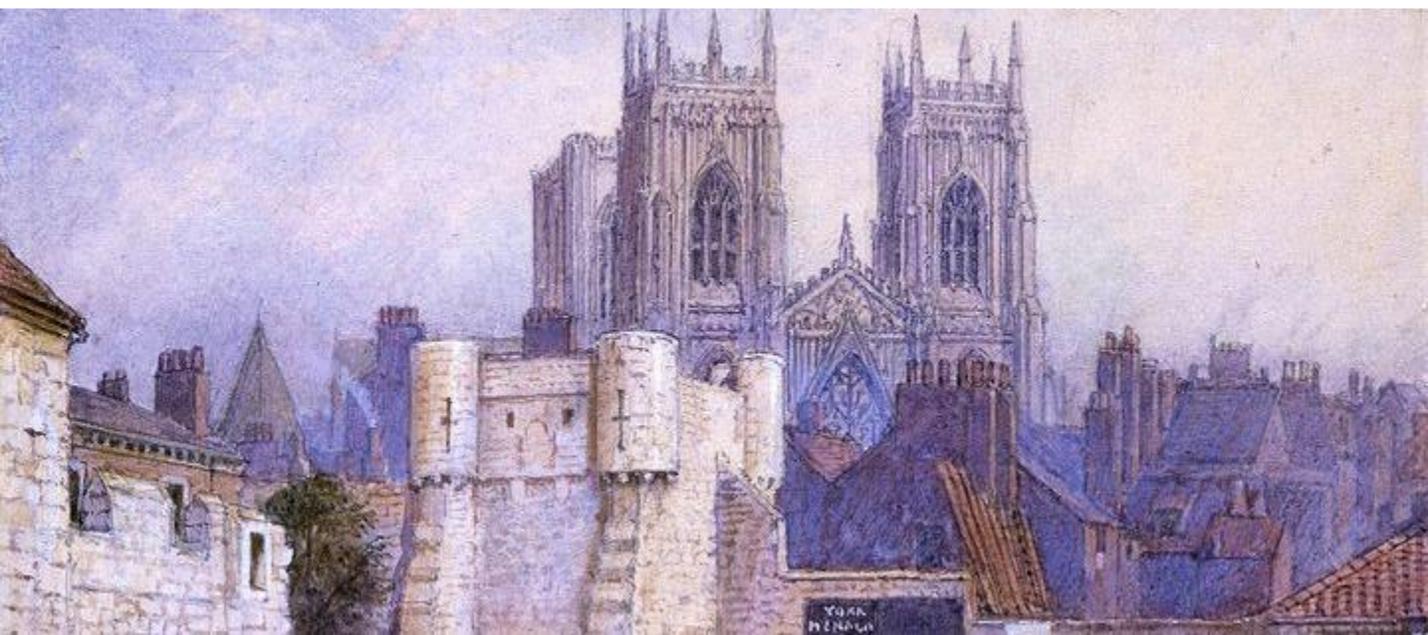
Our vision for our curriculum

The Huntington History curriculum helps to explain the world as it is by exploring the world as it was, in an intriguing and ambitious way. Understanding is developed around a spine of British History. Enquiries explore global, continental or local scales, emphasising the complexity of the past and the constructed, contested nature of History. To this end, pupils develop their disciplinary thinking, exploring the past from multiple perspectives and viewpoints. We strive to make our curriculum representative of the past's inhabitants, aiming to understand the broadest possible picture and the details that illuminate it. These threads are combined and sequenced to craft a rich, broad and structured understanding of the past for every pupil.

Perhaps most importantly, our curriculum aims to produce 'citizen historians' by helping change how our young people understand themselves, the world around them and their own place within it.

Undoubtedly, increasing pupils' historical knowledge, curiosity, critical thinking and communication skills are all key functions of our curriculum. Increased knowledge of the past helps inform the identity of our young people; this curriculum will both give them confidence to build strong arguments of their own and flexibility to incorporate new perspectives into their thinking. The Huntington History curriculum will help pupils question and influence the people and communities around them.

Our History curriculum exists, within the wider Huntington curriculum, to change the pupil and to give the pupil new power. We want it to help all our students clamber in to the discourse and practices of educated people, so that they gain the powers of the powerful.



Some **big themes** of the medieval and ‘early modern’ world: power, society and religion

There are three major themes that we will develop through our study of the medieval world in year 7: **power, religion and society**. Across different places and peoples, there are both commonalities and stark differences within these three themes, and in Year 7 we will explore these. This journey through the medieval and early modern world will take us through Yorkshire, England, France, Sicily, The Byzantine Empire and into the wider worlds of the Middle East and some West African kingdoms. These themes allow us to draw some comparisons and pick out the differences and diversity of these time periods. They help us make sense of the complexities of the past and draw threads of study together throughout the year.

Overview: The Medieval World

3 Lessons

Summary

This unit is an introduction to History at secondary school. It also gives an overview to The Medieval World which will be their focus of historical study this year, whilst helping students secure their understanding of chronology.

How this fits in

This helps to secure their understanding of the time period which will be the foundation of their entire secondary history career.

Homework

None set for this unit.

Enquiry: Did the Normans bring a ‘truckload of trouble?’

6 Lessons

Summary

We begin in 1066 and the events which led to the Norman conquest, helping to practice **causation** skills. We then evaluate how the Normans took control, the **consequence** on the English people and how much the Norman conquest **changed** England.

How this fits in

Helps to prepare for GCSE topic on the Norman conquest in terms of foundational knowledge and crucial skills such as evaluating causation, consequence and change.

Homework

Task set by class teacher to develop and extend lesson work.

Revision tasks before assessment.

Extend and develop:

Go and have a look around Clifford’s Tower in York! *The Shield Ring* by Rosemary Sutcliffe is a novel about Viking resistance to the Norman conquest.

Assessment: the medieval world and the Norman Conquest

Format

Short answer knowledge test and some paragraph writing.

Feedback and improvement

Feedback sheet and some verbal whole-class feedback, leading to DIRT tasks. Future teaching of historical explanation then builds on this feedback.

Enquiry: Why are the remnants of medieval monks and nuns so common across Yorkshire?

3 Lessons

Summary

We will answer this question by looking at two extended stories which centre around the characters of St Hilda and Walter Espec. This will help us pick out the **causes** and **consequences** of the monastic revival as well as how our landscape changed.

How this fits in

Builds foundational knowledge for our GCSE unit on Fountains Abbey as well as for the Year 7 Tudors units.

Homework

Research task into a Yorkshire monastery.

Extend and develop:

Visit the ruins of a monastery! Head to St Mary’s Abbey in the Museum Gardens in York, or Kirkham Priory, or the abbeys of Fountains, Byland or Rievaulx.

Enquiry: How unlimited was the power of Medieval monarchs?

4 Lessons

Summary

Medieval monarchs were known as all-powerful figures with absolute control over their subjects. But is this reputation deserving? Were medieval monarchs really such a dominant force? In this unit we will look at a series of medieval monarchs and examine the evidence to see how powerful they really were.

Extend and develop:

How this fits in

Helps to entrench core concepts needed across their secondary History learning such as power, monarchy, religion, church and government.

Homework

None set for this unit

Enquiry: Why did Alexios' empire survive?

5 Lessons

Summary

Starting with a swoop over Norman Sicily this unit takes us across the globe towards Greece and Turkey. We build an understanding of the **causes** of the First Crusade by studying Emperor Alexios and examining his tactics and actions.

Extend and develop:

Read: *Red Towers over Granada* by Geoffrey Trease, which starts in England and moves to Islamic Spain. It's 1290 and a young boy is declared a leper, a Jewish doctor is to be expelled from England and a Queen is in need.

How this fits in

Homework

Revision tasks before assessment.

Assessment: Religion, power and crusades

Format

Short answer knowledge test.
2-3 questions, each with 1 paragraph-length answers.

Feedback and improvement

Feedback sheet and some verbal whole-class feedback, leading to DIRT tasks. Future teaching of historical explanation then builds on this feedback.

Enquiry: What does the story of Mansa Musa reveal about medieval Africa?

3 Lessons

Summary

In this enquiry, we will show what the story of Mansa Musa reveals about medieval Africa. He is the richest man in human history and his pilgrimage made him famous. This unit helps us to build up our understanding of **significance**.

How this fits in

Helps to add complexity to Year 7 study of the medieval world. Helps to give context of Africa for Year 8 study of empire and slavery.

Homework

Revision tasks before assessment.

Enquiry: How did the Black Death change Walsham?

6 Lessons

Summary

Our study of the medieval village called Walsham helps us understand the Black Death and its **consequences** for the people of Walsham. We look at historical evidence as well as using historical scholarship to help us answer this question.

How this fits in

Develops understanding of cause and consequence. Gives foundational knowledge for GCSE topic People's Health.

Homework

Independent investigation the Black Death.

Extend and develop:

Read the whole of John Hatcher's *The Black Death: the intimate story of a village in crisis*, which is the amazingly-researched fictional book which this unit is based on.

Assessment: medieval societies

Format

Short answer knowledge test.
A short series of questions with paragraph-length answers

Feedback and improvement

Feedback sheet and some verbal whole-class feedback, leading to DIRT tasks. Future teaching of historical explanation then builds on this feedback.

Summary story: The Pastons in Norfolk

3 Lessons

Summary

This unit explores the life of one family and the remarkable record they left behind in the form of their letters. It touches on the nature of evidence in history as well as major events in the 15th Century, including the Wars of the Roses.

This description will be updated when the unit is finalised.

How this fits in

It builds on previous work on evidence in history and helps students build their understanding of late medieval England.

Homework

Extend and develop:

Read more of the Paston Letters online, and practice the thinking we are learning in class to extract historical knowledge from them.

Enquiry: How did Henry VII make Henry VIII so powerful?

6 Lessons

Summary

This unit explores the nature of kingship in the late 15th century, as it follows the story of the rebel, Henry Tudor, to see how he not only becomes king but strengthens and consolidates the monarchy after the turbulence of the Wars of the Roses. It explores the reasons why Henry VIII had so much power to make the changes that will be discussed in later units.

How this fits in

Builds on study of power and monarchy so far in Year7, highlighting comparisons with the 'medieval monarchs,' Alexios and Mansa Musa units. These changes help move students into the study of the Early Modern/Tudor world.

Homework

Task set by class teacher to develop and extend lesson work.

Extend and develop:

Revision and exam preparation

4 Lessons

Summary

This section consolidates all the knowledge, concepts and writing skills we have been working on ready for the end of year exam. It will explain the exam format and help students select the core ideas and information they need to successfully take on the challenge of the End of Year exam.

How this fits in

This mirrors the kind of preparation students will do for the GCSE and A-level exams, so we are teaching revision strategies and habits.

Homework

Revising by creating and using flashcards, mind maps and quizzes.

Extend and develop:

Help your student by asking questions or using flashcards and mind maps they have made to quiz them. This is the best thing to build their knowledge and confidence!

End of Year Exam

Topics covered

The exam covers everything learned in Year 9, with a particular focus on the following topics:

Format

A range of short-answer knowledge questions and paragraph-length responses, with one more extended answer at the end of the paper.

Feedback

The exam generates a mark and a judgement on attainment reported home. There will also be verbal feedback and discussion of each question.

Enquiry: Morebath

4 Lessons

Summary

This unit looks at the relationship between the personal religious beliefs of an absolute monarch and the shape of national policy. We also explore efforts made by different members of society to rebel and resist religious changes they disagreed with, to unpick the tensions of the English Reformation.

How this fits in

An important chapter in the story of religion, building on knowledge of medieval religion, but also building on the method used in the Black Death unit of using a single village to illuminate a wider picture.

Homework

Task set by class teacher to develop and extend lesson work.

Extend and develop: TBC

Enquiry: What connected Elizabeth I and the Elizabethans to the wider world?

4 Lessons

Summary

This unit explores the main events of the Elizabethan era through the lens of the connections between England and the wider world. It will connect England to Africa, America, India and Asia and help students see the Early Modern period in a radically different light.

How this fits in

Building on work done on Eleanor regarding female rule, building towards first Y8 unit on colonisation.

Homework

Task set by class teacher to develop and extend lesson work.

Extend and develop: TBC

Enquiry: The English Civil War

6 Lessons

Summary

As of Summer 2022, this unit is currently in development. The question is likely to develop the students awareness of using evidence, building on the historical thinking and disciplinary skills introduced in the Elizabeth unit.

How this fits in

Homework

TBC

Extend and develop: TBC