

## Humanities KS3 Curriculum Intent, Implementation and Impact Overview

	Year: 7 Subject: HISTORY IMPLEMENTATION					
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>National Curriculum Coverage, key concepts and skills ('Big Ideas')</b>	<p><b>Context:</b> Invaders, Raiders and Settlers.</p> <p><b>Key Vocabulary:</b> BC/BCE, AD/CE, invasion, migration, diversity.</p> <p><b>Prior Learning / LTM:</b> KS2 - National Curriculum.</p> <p><b>Cultural Capital:</b> To understand the influence of migration and the diversity of British society pre-1066.</p>	<p><b>Context:</b>1066: Conquest and Control</p> <p><b>Key Vocabulary:</b> Medieval, monarch, succession, claimant, invasion.</p> <p><b>Prior Learning / LTM:</b> HT1 - Invaders, Raiders and Settlers. KS2 -Anglo-Saxon Britain to 1066.</p> <p><b>Cultural Capital:</b> To develop an analytical narrative of the British Isles with a focus on the events surrounding 1066.</p>	<p><b>Context:</b> 1066: Conquest and Control</p> <p><b>Key Vocabulary:</b> Conquest, control, homage, castle, feudal, the Church.</p> <p><b>Prior Learning / LTM:</b> HT1.2 - 1066: Conquest and Control. KS2 - Anglo-Saxon Britain to 1066.</p> <p><b>Cultural Capital:</b> To continue to develop an analytical narrative of the British Isles with a focus on William's attempts to control the English and links made to local history.</p>	<p><b>Context:</b> Could medieval kings do what they wanted?</p> <p><b>Key Vocabulary:</b> Church, Archbishop, Parliament, rebellion, monarch.</p> <p><b>Prior Learning / LTM:</b> HT3 - 1066 KS2 - Anglo-Saxon Britain to 1066.</p> <p><b>Cultural Capital:</b> To consider the limits to medieval power and gain understanding of the beginning of Parliament.</p>	<p><b>Context:</b> Life in the Middle Ages.</p> <p><b>Key Vocabulary:</b> Village, town, epidemic, pestilence, revolt.</p> <p><b>Prior Learning / LTM:</b> HT4: Could medieval kings do what they wanted? KS2 - Anglo-Saxon Britain to 1066.</p> <p><b>Cultural Capital:</b> To learn about diversity in medieval life in Britain and to make comparisons with the Islamic World.</p>	<p><b>Context:</b> Chopping and changing: The Tudors.</p> <p><b>Key Vocabulary:</b> Protestant, Catholic, Reformation, religion.</p> <p><b>Prior Learning / LTM:</b> HT2-5 - 1066 onwards. KSS2 - post 1066 - The Tudors.</p> <p><b>Cultural Capital:</b> To understand religious changes in Britain and how they impact on life today.</p>
<b>KS3 NC or SACRE links here</b>	NC - An aspect or theme pre-1066. NC - Local history	NC - Medieval Britain 1066-1509	NC - Medieval Britain 1066-1509 NC - local history	NC - Medieval Britain 1066-1509	NC - Medieval Britain 1066-1509	NC - Britain 1509-1745 NC - local history
Acquire key substantive knowledge of topic studied.	X	X	X	X	X	X
Recall substantive knowledge and use in verbal communication and written work.	X	X	X	X	X	X
Analyse substantive knowledge making links with previous learning.	X	X	X	X	X	X
Acquire and use abstract terms in verbal communication and written work.	X	X	X	X	X	X

Revisit abstract terms in a different context.	X	X	X	X	X	X
Know some second order concepts.	X	X	X	X	X	X
Respond accurately to some second order concepts with support.	X	X	X	X	X	X
Respond accurately to second order concepts independently.						
Produce structured written work.		X	X	X	X	X
Set up their own historical enquiry.						
Use a range of evidence.	X	X	X	X	X	X
Analyse evidence linking to substantive knowledge.		X	X	X	X	X
Analyse evidence considering provenance.						
Analyse evidence considering utility for purpose of enquiry.						
Know what an interpretation is.				X		X
Identify similarities and differences between interpretations.						
Analyse interpretations through making links to substantive knowledge.						

Select own interpretations for an historical enquiry.						
When analysing interpretations, consider the context in which they were produced.						
Second order concepts	Chronology Change & continuity Cause & consequence Significance Diversity	Chronology Cause & consequence Similarity & difference	Cause & consequence Significance Change & continuity	Chronology Cause & consequence Significance.	Cause & consequence Similarity & difference Change & continuity Chronology Significance.	Cause & consequence Similarity & difference Change & continuity Chronology Significance.
<b>IMPACT</b>	Assessment: Baseline assessment. Timeline Progression to KS4: Underpins chronology.	Assessment: Why did William beat Harold at the Battle of Hastings? Progression to KS4: The Normans 1066-87.	Assessment: What can we infer from sources about the Harrying of the North? Progression to KS4: The Normans 1066-87.	Assessment: How and why do interpretations of King John differ? Progression to KS4: The Normans 1066-87.	Assessment: Black Death or Peasant's Revolt: which was most significant? Progression to KS4: The Normans 1066-87.	Assessment: What were the consequences of Henry VIII's 'Break from Rome'? Progression to KS4: Underpins Renaissance medicine.

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.