

## Fairfield High School Curriculum Overview – Year 7

Subject	History	<b>Why do we study these units in Year 7?</b>
Lessons per fortnight	3	<p>The Year 7 History curriculum aims to ensure that students begin their secondary history learning knowing that history at Fairfield reflects our diverse community. As a result we start with a thematic unit called ‘Who are the British’ examining the many different groups that have made up ‘the British’ over 1000 years. Later we study medieval Islamic civilisation; the Crusades and a history of Somalia.</p> <p>Year 7 also seeks to embed a strong sense of chronology, which is taught through the first and second thematic units and the chronological pattern of our units on the Middle Ages.</p> <p>Our units aim to teach and embed core history skills of high quality knowledge rich paragraphing; independent analysis; source analysis; interpretation evaluation and knowledge learning as well as embedding tier 2 and 3 academic vocabulary.</p>
Setting	none	

**Students are encouraged to be Responsible Global Citizens through activities/content on...** ‘Who has the power’ examines the impact of different government models; ‘Who are the British’ teaches students that Britain has always been a diverse nation and the better for it.

**We ensure all students experience high challenge in the subject by including...** academic vocabulary (tier 2 and 3) throughout; historical scholarship in the Norman invasion unit and the Crusades unit; extended writing throughout.

**Literacy work this year includes...** Tier 2 and 3 academic vocabulary throughout; teaching extended writing using analysis and evaluation skills; historical scholarship in the Norman invasion unit.

**Innovation and Creativity opportunities this year include...** Students routinely use knowledge, scholarship and discussion to create hypotheses and test these. This involves the synthesis of new knowledge and ideas often on very controversial topics. Furthermore, we are seeking community involvement in our unit on Somalia. As a department, we seek to be at the cutting edge of history teaching, incorporating new ideas from professional social media networks, local and national professional forums as well as involvement in professional organisations.

**Employability opportunities/skills covered this year are...** Students are taught to assertively and eloquently express their views using high level tier 2 and 3 vocabulary and extensive historical knowledge. Students are taught to challenge assumptions as well as respecting and learning from other interpretations.

Term	Unit title	Knowledge and Understanding/content	Skills	Assessment
1	Who are the British?	A history of migration to Britain over 1000 years.	<u>ALL UNITS: Tier 3 academic vocabulary for that unit; knowledge learning; analysis and evaluation of new knowledge.</u> Extended writing	Extended writing
2	What was the impact of the Norman invasion?	The causes of process and consequences of the Norman invasion	Evaluation of interpretations	Evaluation of interpretations
3	Are people right to be so negative about the middle ages?	A comparison of civilisations in Europe and the Middle East in the Middle Ages	Extended writing	Extended writing

4	How can historians use sources from the Crusades?	The reasons why people went on Crusades, the stories of the 1 <sup>st</sup> and 3 <sup>rd</sup> . Sources available to historians, and how to evaluate them. How to write incorporating sources.	Analysis and evaluation of historical sources	Analysis and evaluation of historical sources
5	Who has power in Britain 1250-1750?	A study of the patters of political power 1250-1750 and the impacts of this	Analysis and evaluation of historical sources	Analysis and evaluation of historical sources
6	A History of Somalia	A study of Somalia pre colonisation, the impact of colonisation, the rule of Barre and the civil war. Planned: a study of life as a Bristol Somali	Extended writing	Extended writing