

Broadening Horizons

For our study of History to have real meaning, we endeavour to give students an experience of the subject that goes beyond the classroom. Where possible students are offered opportunities to enrich their learning through first hand experiences, whether this be a visit, an experience or the ability to hear a first-hand witness testimony to allow them to see that History is real, is all around us and has a direct impact on how we live our lives today. Allowing our students to see that History is a subject which opens up doors to many career opportunities is also an integral part of our students' preparation for life beyond school.

Careers

We run a series of 'Careers in the Curriculum' weeks in our school. For History, this week takes place in October. Students take part in a number of activities to encourage them to think about how what they learn in the classroom can be applied in a number of future careers, including academic research, archivist, English Heritage / National Trust, museum curator, archaeologist and teacher.

Immerse Yourself



Written by Steve Coogan, The Lost King tells the story of Philippa Langley, the woman who led the search to find King Richard III's remains under a car park in Leicester.



Inspired by real events, this fictional dramatisation tells the story of Queen Elizabeth II and the political and personal events that shaped her reign.

Praise and Reward

Our rewards system can be broadly split into four categories: classroom level, subject level, school level and privilege rewards. We'll focus on classroom and subject rewards here - for more information about our rewards schemes, please see our website.

CLASSROOM LEVEL REWARDS

Awarded for: working hard, taking risks and rising to a challenge, making mistakes and learning from them, helping others, and taking pride in the school community.


Rewarded by: praise postcards, positive phone calls to parents/ carers, positive text messages home, and lesson based prizes.


SUBJECT LEVEL REWARDS

Reward scheme: star of the week, curriculum awards (Subject/ School Way, participation, working with pride, embracing the whole curriculum), high flyer, extra mile, most improved.

Rewarded by: names displayed on reward boards, certificates, social media posts.

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Horrible Histories

Visit the BBC Horrible Histories site to watch episodes, play games and even sing along to your favourite Horrible Histories songs!



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HISTORY
YEAR 7 Curriculum Newsletter



Curriculum Intent

“How we got to now” is the overriding aim of the History secondary curriculum at Wickersley Partnership Trust (WPT). Through a shared understanding and knowledge of our past history, we aim to give our students the ability to understand who they are and their place in the world. We aim to inspire a love of learning and the ability to ask questions.

Our History curriculum allows our students to ask and develop perceptive questions to help them understand the past and the present. In an ever-changing world, History allows our students to look to past examples, learn from them and ensure that as citizens we do not make the same mistakes that those before us may have done.

The History curriculum aims to give pupils a coherent knowledge and understanding of Britain’s past and that of the wider world. It inspires students’ curiosity to know more about the past.

Teaching equips pupils to ask enquiring questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

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.



Have your say!

At WPT we’re always looking for feedback. If you have any thoughts/opinions on this Curriculum Newsletter, its content or the curriculum in general, please scan the QR code to fill out a short feedback form.



Year 7 Curriculum

History is delivered via one 80 minute lesson per week. In Year 7, we look at the following topics:

Anglo-Saxons & Vikings

What was life in Britain like pre 1066? Who were the Anglo-Saxons and why did the Vikings invade? What was the significance of Alfred the Great for the creation of England? Who held all of the power in the run-up to 1066?

The Norman Conquests

Why was Britain invaded in 1066 and what changes were made by the Normans after the Battle of Hastings? What were the long term consequences of the invasion on our lifestyle and landmarks?

The Middle Ages

What was life like in the Middle Ages in England? What were the longer term consequences of the Norman conquest on religion, the power of the King and law and order? We also look at Forest Laws and Robin Hood.

The Tudors

What were the significant changes made to religion by the Tudor Dynasty? How did the changes originally made by Henry VIII impact on religious issues of the time and ever since? We look at case studies of Henry VIII’s children - Edward, Mary and Elizabeth (and the Spanish Armada) and then on into the Stuart period with events such as the Gunpowder plot.

The Stuarts & the Civil War

What were the key events of the Stuart period and what was the legacy of the Tudors? We’ll look at the new laws for crimes against religion and authority at a time when the government, King and law makers felt threatened by rebellion and revolt. We focus on The Gunpowder Plot as a case study of treason. We’ll look at Witchcraft and the effects of heresy. Finally, we examine the Civil War, how it altered the course of history and turned the country upside down with the execution of the King.

Assessment Points

In Year 7, students are assessed each half term in class using essays, skills practice and source analysis. There is also one summative test in Year 7, which usually takes place in June.

The History Way

The History Way is followed in all of our lessons. It is designed to help students become young subject specialists and has two main purposes: to teach students the vital skills needed to achieve their full potential, and to demonstrate how History relates to the wider world.

THE HISTORY WAY

We use historical examples to support our points

We always try to look at the historical context of events

WE UNDERSTAND HOW THE PAST CONTRIBUTES TO OUR FUTURE

We strive to incorporate history structures in our written work

WE ALWAYS TRY TO USE KEY HISTORY WORDS IN CLASS DISCUSSION

We are willing to develop our historical learning **beyond the classroom**

We are motivated to investigate the past & **become young historians**

We use analytical steps when investigating historical evidence

SUBJECT WAYS