

Orsett Heath Academy History Department Curriculum Journey

The purpose of the curriculum

1. Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning
2. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time
3. Should use historical terms and concepts in increasingly sophisticated ways
4. Students should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response
5. Students should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed

Year
7

☒ HT1: Water and Sanitation
(Thematic Study)
How did water and sanitation change through time in England?
Links to KS2 Period studies
Assessment - Baseline

☒ ☺ HT2: How did William take control of England?
Links to KS2 through Edward the Confessor
Links to KS4 through Crime and Punishment
Assessment – Based on AIF Skill Focus – Cause and Consequence Inference

☒ ☺ ☯ HT3: What did King Edward I achieve?
Links to KS2 Beyond 1066
Links to KS4 through Crime and Punishment and Elizabethan England
Assessment – Writing Historically

☒ ☺ ☯ £ HT4: What mattered to Medieval people?
Links to KS2 Beyond 1066
Links to KS4 through Crime & Punishment
Assessment – Based on AIF Skill Focus – Source and Interpretation Analysis

☯ £ HT5: The Black Death and Medieval dangers.
Links to KS2 Beyond 1066
Links to KS4 Crime and Punishment
Assessment – Writing Historically

☒ ☺ ☯ £ HT6: How has London changed through time?
Links to KS2 Period studies.
Links to KS4 Elizabethan England
Assessment – Based on AIF Skill Focus - Source Analysis and Judgement

History skills in Y7 will develop pupils' ability to describe, explain, understand sources and understand interpretations.

You should have studied the changes in Britain from the Stone Age to the Iron Age.

You should have looked at the Roman Empire and its impact on Britain.

You may have studied Britain's settlement by Anglo-Saxon and Scots.

You should have looked at the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

You should have completed a local history study.

You may have studied an aspect of theme in British history to extend your chronological knowledge beyond 1066.

What did Key Stage 2 look like?

Can you spot where the skills you gained here link to Key Stage 3?

KS2
Primary
School

You will complete a Baseline Test to identify your historical abilities from KS2 History.

Golden Threads

Religion ☯
Poverty & Wealth £
Government & Law ☒
Key Individuals ☺

When you reach year 7, The National Curriculum for History aims to ensure that all pupils:

- To use key events in history to create a chronological narrative;
- To understand the significance of key events for Britain and the wider world;
- To assess and gain an historical understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry';
- To understand and use key historical concepts such as continuity and change, cause and consequence, similarity, difference and significance;
- To create independent, critical thinkers that can show an understanding of historical enquiry and use evidence to form judgements;
- They will be able to show an understanding of different views and why these views have been formed;
- Students will be able to show how key events and themes link together throughout history and will be able to clearly explain the change and continuity throughout periods.

