

WHAT ARE THE BIG AIMS OF YEAR 7?

- To have a historical overview of Rochdale and the historical environment.
- To recognise how history impacts on their own lives.
- To understand how church and state developed in Britain from 1066-1745.

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 7?

- To deepen their knowledge of the local history and how it links to the wider historical context.
- To have an understanding of how events have impacted on people's lives and the long term effects on Britain.
- To have a knowledge of key monarchs between the Norman period and the English Civil War.
- To make links across themes, related to power including the church and significant people.

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- Important events in the history of Rochdale e.g. Industry
- To know what the Battle of Hastings was and the lasting impact on Britain.
- To know causes and consequences of the Black Death.
- To know key monarchs e.g. Elizabeth I and their influence/impact on Britain and its people.
- To know what an historical environment can teach us about a topic e.g. Skipton Castle and the Slave Trade.

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- Identify the NOP of sources.
- To have a deeper chronological understanding of Britain 1066- 1745.
- Identify interpretations and views of historians.
- Recognise factors influencing change and the nature of change.
- Understand why some events were more significant than others.
- To understand why events happen and the impact they have (causes and consequences).

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

- Rochdale has never done anything important/ no interesting history in Rochdale.
- Technological constraints e.g. travel related to events- Battle of Hastings.
- Where Normandy is.
- Tudor monarchs-who is who?
- Chronology- time period, sequencing.
- What a Civil War is.
- Don't think black people were involved in the slave trade in any other way than just a slave.
- That all slaves were treated the same.

WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?

A range of assessment techniques will be used to ensure that all learners' needs are being met in history. Formative, summative and synoptic assessment strategies will all be utilised throughout the year.

Hinge questions will be embedded through each unit to check understanding, formative assessment strategies may include multiple choice questions, in class questioning, and other quizzes. Summative assessment may involve end of unit assessments and essay style questioning.

Synoptic Assessments will be at the end of the year and will assess students learning across the whole year.

End of Unit assessments:

1. Unit 1- Local Study
Part 1- MCQ SECTION
Question 1- Inference question
Question 2- Explain two key features of the Rochdale Co-operative Movement
2. Unit 2- What happened at the battle of Hastings? How did it change life in Britain?
Essay question- Is Simon Schama right? At Hastings was one kind of England annihilated and another set up in its place?
3. Unit 3- How much impact did rats and rebels have in the middle ages?
Question 1- Identify the NOP of the source.
Question 2- Inference question
Question 3- Explanation/ consequence question- To what extent did life change for people in the 13th and 14th century?
4. Unit 4- Was there a 'golden age' in Elizabethan England?
Essay question- Was the Elizabethan era a cultural golden age?
5. Unit 5- The Civil War and Skipton Castle
Part 1- MCQ
Question 1 Explain why there was a civil war in England in the seventeenth Century?
Question 2- What is the view given in the interpretation about the civil war?
6. The transatlantic Slave trade.

