



SAINT JOHN WALL CATHOLIC SCHOOL

A Catholic School For All



Departmental Schemes of Work

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

Year 7 History



History Curriculum Intent

Mission Statement	School Curriculum Intent	History Curriculum Intent
'To educate	Our skilled teachers and support staff live out their vocation to serve and teach children and young people at Saint John Wall Catholic School	<i>All our History teachers are specialists and several teachers are experienced examiners. In History we use the Rosenshine principles for teaching and learning. This ensures that we provide a high quality of education to our unique learners. Staff deliver the curriculum as per the scheme of work in chronological order at Key Stage 3 and based on skill development at Key Stage 4. The curriculum is sequenced to help pupils to learn and remember more.</i>
each and every	We are 'A Catholic School For All' and we welcome pupils from each and every diverse background, faith and culture into the Saint John Wall community.	<i>Our curriculum is inclusive and representative of the pupils in our school. It promotes diversity, inclusivity and equality; for example, we sensitively study slavery which opens up discussions about our Catholic values and tolerance and respect. We also consider the role of people from different backgrounds in history for example: the treatment of Black British people and the role they have played in the Civil Rights Movement in Britain, with a particular focus on the impact this had on the community in Handsworth.</i>
unique child	We value human dignity and recognise every child as a unique individual made in the image of God.	<i>We adapt our curriculum to our unique intake of learners; for example, we study migration to Britain with a particular focus on the community in our local area. We also have local case studies embedded throughout our scheme of work, e.g. the actions of the Suffragettes in Birmingham.</i>
in our care	We provide high levels of care within a respectful and disciplined environment to safeguard children's wellbeing, welfare and safety.	<i>We have high expectations of pupils in History lessons promoting positive attitudes to learning through motivational and assertive teaching strategies.</i>
to hear	We instil SJW values and encourage spiritual, moral, social, cultural and emotional personal development so that our young people are open to hear God's calling.	<i>Our curriculum provides a range of opportunities for personal development, SMSCV and careers; for example, at GCSE History, pupils learn about the role and specialism of the police in modern day Britain. Our trip to the National Justice Museum develops greater understanding of the roles within a court and museum setting. We embed the SJW values throughout our curriculum and empower pupils to be active and curious citizens, while remaining compassionate and loving as they engage with the world around them.</i>

<p>and respond</p>	<p>We foster our young people's gifts and talents so they are equipped with skills, knowledge and qualifications to create opportunities to be able to respond to God's calling.</p>	<p><i>History supports in the development of oracy, learning about how people interact and respond, as well as learning about societies and cultures and how that has an impact in today's world. We develop pupils' ability to utilise the skills of analysis, inference and interpretation through historical sources. We teach a range of knowledge, skills and concepts which enable pupils to gain a GCSE qualification at the end of year 11.</i></p>
<p>to what God calls them to be'</p>	<p>Taking Jesus Christ as a role-model we help pupils understand what God calls them to be; informed and responsible citizens whose vocation in life contributes to peace, tolerance, justice and service in both our local community and wider society.</p>	<p><i>Our ambition for our pupils is for them to find their calling. Our curriculum supports pupils with their next steps and beyond by helping them to become mature, responsible and active citizens. There have been a number of ex-pupils who have continued to use their GCSE History qualification at University or in their career. For example, former pupils now study Law. We encourage existing pupils to see the benefits of the subject in a number of career choices by promotion during National Careers Week and finding opportunities during lessons.</i></p> <p><i>Our high expectations ensure pupils develop life-long skills of resilience, curiosity and morality. Pupils who study History at St. John Wall typically receive excellent grades at GCSE, e.g. in the most recent external examination series in 2019, 80.4% of pupils achieved a grade 9-5, with a 2.16 SPI overall.</i></p> <p><i>This ensures that pupils can successfully go onto post-16 study with pupils increasingly opting to continue their History studies at A Level.</i></p>

Year 7 History Scheme of Work Overview

Sequencing of topics	<p>Autumn term 1: Crime and Punishment up to 1066</p> <p>Autumn Term 2: 1066, the Norman Conquest and Castles</p> <p>Spring term 1: Life in the Middle Ages</p>	<p>Spring term 2: Who Rules?</p> <p>Summer term 1: The Tudors</p> <p>Summer term 2: The English Civil War</p>
Calendared assessments	<p>Autumn Term 1</p> <p>Summer Term 2</p>	
Personal Development <i>(Cross curricular, SJW Values, SMSCV, cultural capital)</i>	<p>SMSCV-</p> <p>Social development: pupils use their knowledge of castles to work in groups and create their own.</p> <p>Spiritual development: understanding why there was religious turmoil during the Tudor period and its effect on people.</p> <p>Moral development: is it acceptable to persecute people for their religious beliefs? Is it acceptable to invade countries and take power by force?</p> <p>Cultural development: Pupils can visit Sandwell Priory with their families for free to find out more about why it was ruined. This links to our topic on the Tudors and develops pupils' cultural capital.</p> <p>British Values-</p> <p>Democracy: The Feudal System.</p> <p>The rule of law: Roman and Anglo-Saxon crime and punishment up to 1066.</p> <p>Individual liberty: Magna Carta and its continuing effect on the world today, the Peasant's Revolt.</p> <p>Mutual respect and tolerance: Religious turmoil during the Tudor period (Bloody Queen Mary).</p> <p>Links to SJW Values-</p> <p>Active and Curious: pupils use their knowledge of castles to work in groups and create their own.</p> <p>Compassionate and loving: how did the Black Death affect the population in England? Is it moral to execute people for their crimes?</p> <p>Learned and wise: understanding the importance of the Magna Carta on our lives today.</p>	
Progression model	<p>What knowledge will pupils develop? <i>(Including key terminology)</i></p>	<p>What skills will pupils develop? <i>(Including literacy & Numeracy)</i></p>
	<p>Crime and Punishment: crime and punishment in the Roman and Anglo-Saxon periods and the similarities and differences between them. <u>Key terminology includes:</u> harsh, fair, crucified, executed, legion, punishment, crime, fine.</p> <p>1066, the Norman Conquest and Castles: who deserved to be the next king of England, the Battle of Hastings, Motte and Bailey Castles, changes in castles over time, the Domesday Book, the Feudal system, methods used to attack and defend castles. <u>Key terminology includes:</u> villein, lord, motte, battements, archers, Norman, keep.</p> <p>Life in the Middle Ages: homes for peasants, why standards of cleanliness and personal hygiene were different from today, what was the Black Death and how did it affect England, religion in the Middle Ages. <u>Key terminology includes:</u> buboe, garderobes, population, cause, symptom, cure, consequence.</p> <p>Who rules: The importance of the Magna Carta and the Peasant's Revolt. <u>Key terminology includes:</u> Magna Carta and revolt.</p> <p>The Tudors: Henry VIII and his 6 wives, why was Mary known as "Bloody Queen Mary" and what was Elizabeth I like. <u>Key terminology includes:</u> Church of England, reformation, dissolution, portrait.</p> <p>The English Civil War: what were the causes of the war, did the king deserve to be executed, was Cromwell a hero or a villain? <u>Key terminology includes:</u> roundheads, cavaliers, death warrant, Civil War.</p>	<ol style="list-style-type: none"> 1. Describing and explaining the past in detail and in chronological order 2. Continuity and change 3. Cause and consequence 4. Similarity and difference between different time periods 5. Significance/ importance 6. Interpretations of the past
Development homework	<p>An example: Create your own Bayeux Tapestry, telling the story of the Battle of Hastings.</p> <p>To develop cultural capital pupils and their families can visit: Birmingham Museum and Art Gallery (free entry) to learn about the fascinating History of Birmingham from the Middle Ages to the present day.</p>	