# Malbank School History Department

In Malbank's History Department we will develop tolerant and thoughtful historians giving students opportunities to investigate, assess, and analyse past events so that they can ask the right questions, be critically aware of how the past shapes the world they live in today and appreciate how their actions can shape the future.
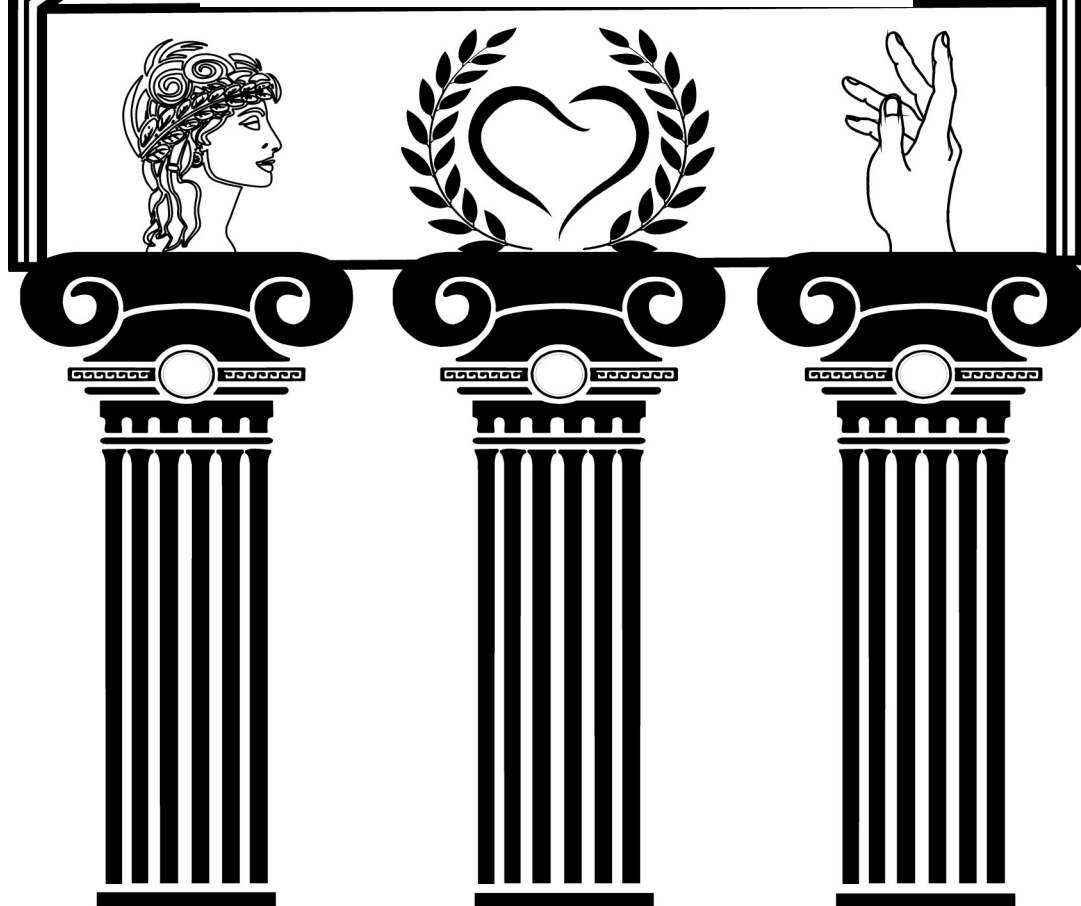
Currency

Character

Culture

Head

Head:

History examines human affairs; no other subject does it in such a complete way. Hence it contributes to students' understanding and knowledge of both their own and other cultures. Through its unique perspective of time, it helps each individual to be aware of his or her place in time and in this way plays a fundamental role in the transmission of "heritage" from one generation to the next.

"Not to know what happened before you were born is to remain forever a child" (Cicero)

Heart

Heart:

The Department also seeks to promote a diverse approach to History: we want our pupils and students to understand different outlooks that different people will have of perspective.

History encourages understanding of other peoples' situations. Insofar as it is concerned with human actions, history inevitably involves making judgements on those actions. Hence it is drawn into the area of morality, albeit differently perceived and interpreted in different times and societies. It encourages toleration of a wide range of options as well as focusing on the importance of supporting opinion with relevant evidence

Hand

Hand:

An historical background provides key skills such as the ability to analyse, to reason critically, to debate and argue, to communicate effectively, as well as providing the historical perspective needed to make balanced and informed judgments.

Malbank School History Curriculum—the path to mastery

The study of History is not only an opportunity to understand the past, but is also valuable training in the skills of research, assimilation, comprehension and analysis of a wide range of material. It develops the ability to communicate clear and coherent judgements, and enables students to formulate reasoned interpretations.

In year 7, *students will embark on studies that* allow them to develop and ultimately demonstrate a mastery of the discipline of History. This mastery model is based on the core concepts which underpin historical study and enquiry. They will start to understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. They will also learn understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

The year focuses on the Medieval England: We begin by looking at England in 1060 followed by the Norman Conquest. We then look at the the relationship between church and state. We then look at the lives of ordinary people, particularly in relation to the Black Death and the Peasant's Revolt. We end the year with a breadth study of settlement.

LO1) Causation

LO2) Historical Evidence

LO3) Historical World Views

LO4) Change & Continuity

LO5) Historical Interpretations

LO6) knowledge and communication

LORIC

HEAD	HEART	HAND

Enquiry question 1: *What is History?*

HEAD	HEART	HAND
Embedding key concepts of chronology, evidence, interpretations, cause and consequence—the when, the what and who of History Chronology: Students put events in order. hrough doing this they learn about the importance of **chronology** and understand the meaning of **anachronism**	Chronology: each student produces a timeline of their life and then a timeline of world events covering the same period. Developing social skills through paired and group work in the Ricall Skeleton unit	Core skills: Discussing and evaluating sources in the the lesson on evidence Team work • Paired work • Verbal skills • Communication skills • Evaluation skills • Social skills • Exam skills/end of module tests • AFL skills **LO2) Historical Evidence** **LO4) Change & Continuity** **LO5) Historical Interpretations** LO6) knowledge and communication

LORIC

	HEAD	HEART	HAND

Enquiry question: why was there a fight for the throne in 1066

HEAD

Students will learn about the reasons why in 1066 England faced a fight for the throne.

They are asked to think critically and question why it happened, how it could have been prevented and what the lasting consequences of the invasion were. They will communicate their knowledge and understanding in the form of debate, analysis and discussion. The activities will highlight those students who have the initiative and leadership skills to share their ideas with their peers in small groups or whole class contexts.

HEART

Monarchs remained dominant but power was _contingent_, depending on;

- Being successful in **war,**
- Support from the **Nobles,**
- Having **authority** by producing an heir, be seen as religious/ righteous, constructing image.

Students will appreciate that multiple cultures and languages **co-existing** and interacting before and during C11th-C14th, e.g. interactions with Scandinavia heavily influenced Northern England.

HAND

Is Simon Schama correct? At Hastings was 'one kind of England annihilated and anooother kind of ENGLAND SET UP? To assess how significant The Battle of Hastings was. How far did it result in change? For who? ⬜ To analyse an historian's interpretation. ⬜ To see the relationship between an interpretation and the available evidence ⬜ To study the impact of consequences

Students will **organise** their work in the form of an extended answer. Students with **initiative** will undertake additional research.

Students will apply skills such as

Team work • Paired work • Verbal skills • Communication skills • Evaluation skills • Social skills • Exam skills/end of module tests • AFL skills

Key focus

> LO5) Historical Interpretations
>
> LO6) knowledge and communication

Enquiry question 3: Did the Normans bring a truckload of trouble

HEAD

Students can start to understand Norman England, focusing on the change that William brought from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

Students understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses •

HEART

An investigation of the Feudal System: Power

Students should through their studies see the diversity of human experience and understand more about themselves as individuals and members of society.

HAND

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Students will apply skills such as

Team work • Paired work • Verbal skills • Communication skills • Evaluation skills • Social skills •

Key skills:

LO2) Historical Evidence

> LO3) Historical World Views
>
> LO4) Change & Continuity
>
> LO5) Historical Interpretations
>
> LO6) knowledge and communication

LORIC

HEAD	HEART	HAND

Enquiry question 3: Did the Church make everyone good?

HEAD

Students investigate the impact of religion on Medieval lives. Students appreciate the need to interrogate sources to work out what happened in the past. Students use a wide range of sources to explore the historical murder mystery of 'Who murdered Thomas Becket? '. In doing this they explore the relationship between the Church and the Crown in the making of the UK

Ongoing discussions and plenaries will highlight those students who have the initiative and **leadership** skills to share their ideas with their peers in small groups or whole class contexts.

HEART

How much can Doom paintings reveal about Medieval attitudes to the afterlife?

he aim of this enquiry is to allow students to investigate medieval religious beliefs via the medium of Doom paintings. They will find the find the contents of the paintings intrinsically interesting and this will take them into source analysis work whilst also building their knowledge of medieval religious beliefs.

Pilgrimages

This enquiry helps students to understand that although religious devotion was a primary motivation for going on pilgrimage, there were diverse and underlying personal reasons too.

HAND

Core skills:
to be able to:
Carry out a historical enquiry Interpret evidence Critically analyse Categorise evidence Prioritise ,
Understanding interpretation: inspiring spectacle vs. barbaric massacre: Why do historians disagree so much about the Crusades?

Enquiry question 4: Sick to death of it" Why was Medieval England plagued by ill-health?

The focus of this unit is to develop students understanding of a specific event in history: The Black Death. Students study the reality of what actually happened and caused the Black Death, compared to the belief systems and explanations used at the time. The purpose of this unit is to allow students to go into depth on issues of cause, consequence and importance. However, it also allows students to investigate other causes of ill health I Medieval England. Links into GCSE course

Core skills:
To be able to:
Carry out a historical enquiry , Interpret evidence Critically analyse Categorise evidence Prioritise ,Assess significance Understand the causes and consequences of events

LORIC

HEAD	HEART	HAND

Enquiry question 5: Invaders, settlers and the development of British identity from Stone Age

HEAD	HEART	HAND
Students know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	Discussion and debate over who and what British people are · Exploration of immigration over time and how it shaped modern Britain · To comprehend the push and pull factors that resulted in migration and to recognise the rich diversity of our country. Students will investigate reactions to migration and how prejudice impacted on people's lives.	Assess significance Understand the causes and consequences of events Carry out a historical enquiry Interpret evidence **Use text and sources to explain how and why people settled in different regions** To handle database material to begin to assess the diverse nature of our country

HEAD	HEART	HAND