

KEVICC KS3 Curriculum:	Subject: History	Key terms and vocabulary.
Year: 7 Term: Summer 1	Topic: Kings and Power	<i>Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?</i>
<p>What is the essential knowledge from this unit? What do students need to remember and understand?</p> <p><u>Conceptual Focus is significance.</u></p> <p>This topic will serve as a further opportunity to consider the nation of power during the Medieval period and look more in-depth at the role of the King as a figure of power. As ever, there will be an overarching question running throughout this topic: Who was the best Medieval King?</p> <p>By asking this question, we are enabling students to consider the role of a figure who is in charge and the difficulties they face. In addition, we will allow the students to directly compare several significant Monarchs, namely: Richard I, Richard II, Richard III, John, and Edward I.</p> <p>Each lesson will enable a more in-depth look at each Monarch and their general significance during their time as King. To help students, we will consider the same criteria for them: their pious nature; their ability to handle matters of war; their ability as a statesman; their ability to continue the royal line. Furthermore, students will be looking at key events, which have cross-curricular links: Crusades (linking to RPE and Geography); Peasants' Revolt (linking directly to the concept of power); Edward's conquest of Wales (thus developing their wider understanding of British, rather than just English History).</p> <p>All of this will lead to the students evaluating the evidence collected across the half term, before assessing who was the best Medieval King?</p> <p><u>Key concepts students will look at include:</u></p> <p>Change Continuity Cause Consequence Significance – this is the key conceptual focus of this topic Similarity – this is the key conceptual focus of this topic Difference – this is the key conceptual focus of this topic</p>		<p>Conceptual vocabulary will be present throughout the topic: Change Continuity Cause Consequence Significance Similarity Difference</p> <p>Period specific terminology will also be present throughout the course.</p> <p><u>Period specific terminology:</u> Crusades, Holy Land, Saladin, Peasants' Revolt, Bosworth, Princes in the Tower, Excommunication, Magna Carta, Castles, Wales</p>
<p>What prior learning supports understanding of this content?</p> <p>Students will be working on their prior learning from Spring 2 to help develop their conceptual understanding. No prior knowledge of the time period is necessary.</p>	<p>How does this content link to future learning?</p> <p>Students will continue to work on their basic Historical skills as well as adding in more advanced skills, such as evaluation, and beginning to look at the nature of Historical interpretation.</p>	
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Reading activities of sources and Historical interpretations provided by teachers to develop comprehension and literacy.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Writing tasks provided every lesson – some comprehension from source material, some from Historical interpretations, some creative. All focused on the conceptual focus.</p>	
<p>Key assessments:</p> <p><i>How will students review the information learned?</i> <i>How will feedback be seen?</i> Recaps every three lessons to assess knowledge (AO1), with quickfire questions and immediate answers in low-stakes quizzing.</p> <p>Assessment will be a summative assessment in the form of a longer evaluation-based question: Who was the best Medieval King? Students will be directed to focus on the criteria of what makes a good king, as they came up with at the beginning of the</p>		

topic, as well as the ones they are directed towards: their pious nature; their ability to handle matters of war; their ability as a statesman; their ability to continue the royal line.