



Curriculum Map: Year 7 Subject History

Year 7 History

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
<p>Why do historians disagree about the past?</p>	<p>Students will develop the key knowledge and toolkit of a historian through analysis of mysteries and debated topics. The lessons will follow the outline:</p> <ol style="list-style-type: none"> <li>1. Introduction to History</li> <li>2. Did King Arthur exist? – 5th/6th century A.D</li> <li>3. Was Edward II murdered at Berkeley Castle? - 1327</li> <li>4. Were the Princes in the Tower murdered by their Uncle Richard? - 1483</li> <li>5. What happened to the Roanoke Colony? - 1583</li> <li>6. What happened to the Mary Celeste ship? – 1872</li> <li>7. The story of NASA’s hidden figures</li> <li>8. End of topic assessment – Source and interpretation</li> </ol> <p><b>Substantive knowledge</b> - CENTURY, CHRONOLOGY, MONARCHY, CIVILISATION, REBELLION, MEDIEVAL ROYALTY, COLONY, EMPIRE, REVOLUTION, HEIR, SOURCE, INTERPRETATION</p>	<p><b>Disciplinary Knowledge:</b> -</p> <p>Cause and Consequence: - What causes rebellions, revolutions and historic milestones? Why do people and the landscapes they live change over time and why is history described as ‘a sieve through which the centuries fall through, and the residue left over’?</p> <p>Change and Continuity: - Appreciate a chronological breadth of time and how social, economic and political developments have shaped our lives.</p> <p>Similarity and Difference: - Students will develop their understanding of rebellion, invasion, civilisation, empire and culture and contrast this to earlier knowledge.</p> <p>Significance: - What makes a ‘turning point’ and what do historians regard as such and why?</p> <p>Evidence: - sources and their use - building on ability to make inferences and understand basic aspects of provenance. Primary source focus on Edward II and King Arthur.</p>	<p>End of topic assessment</p> <p>Key word test 2 per topic</p> <p>Retrieval practice low stakes quizzes every lesson.</p> <p>Peer assessment – Roanoke</p>

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		<p>Interpretation: - students will gain an understanding of the meaning and that historians can have different interpretations of the same event.</p>	
<p><b>How did the Normans change Anglo-Saxon England?</b></p>	<p>Students will have taken away the knowledge of how England was changed by the Norman Conquest and how a foreign power can impose and shape the future of a society. This will enable students to make effective comparisons with the Saxons and later topics. The Norman conquest was fundamental in shaping the future of Britain through key political changes such as the introduction of the Feudal system which students will have gained an understanding of how this affected the order (hierarchy) of society for centuries to come which enables comparisons to class divides in later history. The topic also addressed religious changes which can be still seen to this day with 'Normanesque' styled churches and the replacement of English saints. Students will have taken away how William the Conqueror was able to control England through the effective use of the feudal system and checks on the population such as the Domesday book and how this changed society and influences law to this day. Lesson outline as follows:</p> <ol style="list-style-type: none"> <li>1. What was lifelike in Anglo-Saxon England?</li> <li>2. What does the life of Edward the Confessor reveal?</li> <li>3. How did Harold Godwinson become king?</li> <li>4. What were the consequences of Harold Godwinson succeeding the throne?</li> <li>5. What does the Bayeux tapestry reveal about William the Conqueror?</li> </ol>	<p>Source skills – Students will develop their ability to analyse sources, predominantly focussing on the content of sources such as the Bayeux tapestry and artefacts from the Sutton Hoo burial. We will begin to ask questions around provenance – particularly – agenda.</p> <p>Interpretation skills – Students will develop skills of analysing differences between interpretations e.g. Stamford bridge and interpretation of change</p> <p>Chronology – Students will begin to develop a sense of the medieval period and how England was shaped by the Normans.</p> <p>Cause – Students will develop further an understanding of causation e.g. What caused invasion in 1066?</p> <p>Consequence – Students will begin to appreciate consequence- How did 1066 shape the English monarchy?</p> <p>Change and continuity – Students will assess the influence of a foreign power in establishing new traditions and adopted the old. How did England change?</p>	<p>End of topic assessment</p> <p>Key word test 2 per topic</p> <p>Retrieval practice low stakes quizzes every lesson.</p> <p><b>Peer assessment - contenders</b></p>

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	<p>6. How did the Normans restructure society? (Feudal system and Domesday)          7. How did the Normans control England? (Castles and rebellions)          8. How did the Normans change England's culture?          9. End of topic assessment</p> <p><b>Substantive knowledge:</b>          INVASION, CONQUER, ARCHAEOLOGY, FEUDAL SYSTEM, HEIRARCHY, TAX, MEDIEVAL, REBELLION, CORONATION</p>	<p>Significance – Students will assess the influence of the Normans on 'English culture'.</p>	
<p><b>How did the medieval period change the power of kings?</b></p>	<p>This topic aims to bring an often-overlooked period and make it accessible and engaging for students. Students will take away an understanding of how medieval society and the changes within it laid the foundations for our modern society. They will understand a new relationship between the church and secular kings developed with both powers constantly battling for power and dominance. Students will also begin to gain an understanding of how people began to challenge the authority of the king and act as a check of monarchical power through key events such as the signing of the Magna Carta and Simon De Montfort's parliament. Lesson outline as follows:</p> <ol style="list-style-type: none"> <li>1. Where did kings get their authority? Source</li> <li>2. What power did the Church have?</li> <li>3. How could the church challenge the power of kings? (Thomas Becket)</li> <li>4. How could Queens challenge the power of kings? Eleanor of Aquitaine and Matilda</li> </ol>	<p>Source – Students will continue to develop source analysis skills through assessment of a series of sources that will be used in the way historians would to build a picture of kingship in the medieval period. Students will build on analysis of provenance.</p> <p>Interpretation – A study of women – how influential could they be in the medieval period?</p> <p>Chronology – Students will develop a sense of the key aspects of the medieval period e.g. kingship and religion</p> <p>Cause – What caused the power of kings to be questioned?</p> <p>Consequence – What impact did this have on those in power?</p> <p>Change and continuity – Was there change or continuity between the power of kings since the Norman conquest?</p>	<p>Key word test 2 per topic</p> <p>Retrieval practice low stakes quizzes every lesson.</p> <p>Extended writing – Simon De Montfort</p> <p>Peer assessment – Magna Carta</p>

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	<p>5. What does the Magna Carta reveal about John I? 6. How did Simon de Montfort change England?</p> <p><b>Substantive knowledge:</b> FEUDALISM, ANNOINTED, EXCOMMUNICATION, REBELLION, CHARTER, GOVERNMENT, PARLIAMENT, MONARCHY, BARON, MONASTERY, PARISH</p>	<p>Significance – How significant were threats to medieval kings? Students will be continuing to develop judgement skills throughout.</p>	
<p><b>What caused society to change in the medieval period?</b></p>	<p>This topic aims to focus more on the grass roots of society. During the Black Death and the Peasants’ Revolt medieval power structures converged. The horrific costs and loss of life that occurred from these two events caused people to question old institutions. Students will end the topic with a study of the Wars of the Roses and the implications of this in the destruction of many of the ‘old’ nobility and the rise of the Tudors. Lesson outline as follows:</p> <ol style="list-style-type: none"> <li>1. Who held power in Medieval towns and villages?</li> <li>2. How did the Black Death cause change?</li> <li>3. What does the peasants’ revolt reveal?</li> <li>4. How did the Wars of the Roses change England forever? Interpretation</li> <li>5. End of topic test</li> </ol> <p><b>Substantive knowledge:</b> REBELLION, MONARCHY, PANDEMIC, DISEASE, REVOLUTION, FEUDAL SYSTEM, DIVINE RIGHT OF KINGS, MONASTERY</p>	<p>Sources – Students will analyse a series of sources based on the peasants’ revolt and use these to build an enquiry about society in 1381 – students will begin to analyse provenance</p> <p>Interpretation – The influence of the Wars of the Roses on England – is this overstated?</p> <p>Chronology – students will develop a sense of period at the end of the medieval period and how society had been influenced by previous events.</p> <p>Similarity and difference – How similar or different was society by the end of the Middle Ages?</p> <p>Cause/consequence – What caused the lower orders to revolt? What were the consequences for society?</p> <p>Change/continuity– Had society changed by the Jack Cade rebellion?</p> <p>Significance – How significant were these events in shaping England?</p>	<p>Key word test 2 per topic</p> <p>Retrieval practice low stakes quizzes every lesson.</p> <p>End of unit assessment</p>

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<p><b>Was Britain on the periphery of the Medieval World?</b></p>	<p>This topic ensures that students substantive knowledge of the Medieval world is wide and rich enough to really understand the histories of different cultures and peoples. People living in Britain today come from brilliantly diverse backgrounds, this topic will help to make history resonate with them. Students will understand the influence of different religions and cultures such as the growth of Islam and the impact of the Crusades. Students will also develop disciplinary skills of comparison and similarity and difference by comparing life in the wider medieval world to the previous topic of Medieval England. Lesson outline as follows:</p> <ol style="list-style-type: none"> <li>1. What does medieval Baghdad reveal about the wider world?</li> <li>2. How connected was the Medieval World? – Silk road</li> <li>3. Why was Marco Polo’s exploration significant?</li> <li>4. What were the crusades?</li> <li>5. How did society change because of the crusades?</li> <li>6. What do sources reveal about Mansa Musa?</li> <li>7. How different was medieval Timbuktu and London?</li> <li>8. What was lifelike in Africa before the Slave Trade?</li> <li>9. End of year assessment</li> </ol> <p><b>Substantive knowledge:</b> TRADE, EXPLORATION, DISCOVERY, SOCIETY, CULTURE, CRUSADE, NETWORK, CALIPH, SULTANATE, ABASSID, SULTAN, PILGRIMAGE</p>	<p>Source – Sources will be used by students to build a profile of the life of Mansa Musa. Including analysis of provenance.</p> <p>Interpretation – Peter Frankopan – silk roads – developing the ability to criticise interpretations.</p> <p>Similarity and difference – Comparisons will be drawn between medieval England and the middle East – how similar or different were cultures?</p> <p>Change/continuity - How did the crusades change Europe? This will enable students to draw comparisons to different cultures and societies</p> <p>Significance – How do the crusades influence and have significance? The significance of religious movements and war.</p>	<p>Key word test 2 per topic</p> <p>Retrieval practice low stakes quizzes every lesson.</p> <p>End of unit assessment</p> <p>Peer assessment – Marco Polo</p>
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<p><b>How was England shaped by the renaissance and reformation?</b></p>	<p>Students will gain an understanding of how during this period English society underwent key changes from the medieval period which began to shape England into the England that they are more familiar with. Students will develop an understanding of the reformation in the 16<sup>th</sup> century and how this was adopted in England by Henry VIII. England developed into one of the leading European colonial powers, with men such as Sir Walter Raleigh taking part in the conquest of the New World. Culturally and socially, the Tudor period saw many changes. It shows the severity of the consequences of conflicts around state religion which resulted in the martyrdom of many innocent believers of both Protestantism and Roman Catholicism. Lesson outline as follows:</p> <ol style="list-style-type: none"> <li>1. Was Britain ripe for reformation in the 16th Century?</li> <li>2. What was the Protestant Reformation?</li> <li>3. Why did Henry VIII break from Rome?</li> <li>4. How did the Church change under Henry VIII?</li> <li>5. How did Edward VI further the reformation?</li> <li>6. Why is the 16<sup>th</sup> century described as a 'religious rollercoaster'? (Mary I)</li> <li>7. How did religion influence the reign of Elizabeth I?</li> <li>8. What was the Renaissance?</li> <li>9. Was Elizabeth's reign reflective of the Renaissance?</li> <li>10. What does 'Black Tudors' by Miranda Kaufmann reveal about Renaissance England?</li> </ol> <p><b>Substantive knowledge:</b></p>	<p>Sources – Students will assess content and provenance of sources about Mary I and develop a profile of her reign</p> <p>Interpretation – Why did Henry break from Rome and establish the C of E? The extent of change under Edward VI, Elizabeth I Golden Age?</p> <p>Chronology – Students will develop a sense of period of the early modern/renaissance era</p> <p>Change and continuity – How did the reformation change England throughout the 16<sup>th</sup> century?</p> <p>Similarity and difference – How similar different were experiences of the Renaissance and reformation in England?</p> <p>Cause/consequence - What caused the reformation? What were the consequences?</p> <p>Significant – How significant were kings and queens in the period in comparison to other figures such as Martin Luther?</p>	<p>Retrieval practice low stakes quizzes every lesson.</p> <p>Extended writing</p> <p>Mary I – peer assessment</p>
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