

## History – Year 7 Curriculum

<b>Content (Intent)</b>	<b>Links to prior learning</b>	<b>Skills and Assessment (Implementation)</b>	<b>Expected Learning Outcomes (Impact)</b>
<b>Term 1</b> <b>Introduction to the study of History</b> <ul style="list-style-type: none"> <li>• What is History?</li> <li>• Time &amp; chronology.</li> <li>• Sources – primary &amp; secondary, written, pictorial and archaeological, reliability and bias.</li> <li>• Anachronisms.</li> </ul>	To develop the basic skills of chronology and interpretation of facts which have been learned at primary school.	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Knowledge of historical processes.</li> <li>• Forming arguments.</li> <li>• Usefulness</li> <li>• Inferences</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Chronology – testing knowledge &amp; comprehension. Extended 'Explain' question.</li> <li>• Standard of UR – Source based question testing inferences, usefulness and explanation.</li> </ul>	To understand the difference in historical time periods.  To consider two sides of an answer before coming to a supported judgement.  To be able to infer the meaning of historical sources.  To be able to judge the usefulness of historical sources based on when it was produced, by whom, for what purpose etc.
<b>Term 2</b> <b>The Norman Conquest: depth study</b> <ul style="list-style-type: none"> <li>• Life in Saxon England.</li> <li>• The Battle of Hastings.</li> <li>• William's control over England.</li> </ul>	To expand students' knowledge of life in Anglo-Saxon England which is taught at KS2.  To develop students' chronological understanding by following on from life in 1066 with the Norman invasion.	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Chronology</li> <li>• Change &amp; continuity</li> <li>• Usefulness</li> <li>• Purpose</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Castles – testing knowledge (describing features &amp; use), usefulness of the source &amp; explanation of why changes are made.</li> </ul>	To understand how William the Conqueror controlled the English.  To be able to judge the usefulness of historical sources.  To understand how things have changed over time and why.
<b>Terms 3 &amp; 4</b> <b>The life of medieval people: depth study</b>	To develop on students' knowledge from Term 2 by understanding how	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Chronology</li> </ul>	To understand the lives of everyday people in the Middle Ages.

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<ul style="list-style-type: none"> <li>• Features of a medieval village</li> <li>• Features of a medieval town</li> <li>• The Black Death</li> <li>• The Peasants’ Revolt</li> </ul>	ordinary people in the Middle Ages lived during Norman rule.	<ul style="list-style-type: none"> <li>• Change &amp; continuity</li> <li>• Cause &amp; effect</li> <li>• Knowledge</li> <li>• Consequences</li> <li>• Usefulness</li> <li>• Inferences</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• The Black Death – testing knowledge, inferences, usefulness of the source and arguments for and against.</li> </ul>	<p>To understand the role of women in the Middle Ages.</p> <p>To be able to consider the causes and consequences of certain historical events.</p> <p>To continue to develop chronological understanding.</p> <p>To develop judgements based on conflicting evidence</p>
<ul style="list-style-type: none"> <li>• <b>Term 5</b></li> <li>• <b>Challenges to the authority of medieval kings: overview</b></li> <li>• Magna Carta</li> <li>• France, Scotland &amp; Wales</li> <li>• Wars of the Roses</li> </ul>	To develop upon students’ knowledge gained during Terms 3 & 4 to understand how medieval rulers were challenged.	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Chronology</li> <li>• Consequences</li> <li>• Context</li> </ul> <p>Assessment: None</p>	<p>To understand how authority has been challenged in the Middle Ages.</p> <p>To continue to develop chronological understanding.</p> <p>To assess the impact of historical decisions on future events.</p>
<p><b>Term 6</b></p> <p><b>The effects of religious change on England from 1529 until 1605: depth study.</b></p> <ul style="list-style-type: none"> <li>• Changes to the Church under Henry VIII</li> <li>• Dissolution of the Monasteries</li> <li>• Religious changes under Edward, Mary &amp; Elizabeth</li> </ul>	To expand students’ knowledge of life in Tudor England which is taught at KS1 & KS2.	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Chronology</li> <li>• Cause &amp; consequence</li> <li>• Usefulness</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Henry VIII – testing knowledge, inferences and</li> </ul>	<p>To understand what prompted changes in England’s religion during the time period.</p> <p>To continue to develop chronological understanding.</p> <p>To develop judgements based on conflicting evidence.</p>

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<ul style="list-style-type: none"><li>Gunpowder Plot</li></ul>		analysing historical interpretations.	

### Resources and/or activities to support learning

#### **Textbook used in lessons:**

Aylett, J.F. *In Search of History, 1066-1485*, London, 2010.

Shephard, C & Large, L. *Re-discovering Medieval Realms: Britain 1066-1500*, London, 2000.

Shephard, C & Lomas, T. *Re-discovering The Making of the UK: Britain 1500-1750*, London, 2000.

#### **Websites:**

[Why should I care about 1066? - BBC Teach](#)

[History KS2: The Normans \(animation\) - BBC Teach](#)

#### **Videos:**

[History KS3 / GCSE: 1066 and the Norman Conquest - BBC Teach](#)

[What Was The Black Death? - YouTube](#)

[Guy Fawkes and the Gunpowder Plot - YouTube](#)