

Subject: History **Year** 7 **Ability** All

Term / Date(s)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5		
Topic	What is History?	Norman Conquest	Norman Control	Medieval Life	The Tudors		
Pupils will learn...	<p>Unit Enquiry: What is History? Key skills taught through life in Anglo-Saxon England.</p> <p>This will include: How to use key historical terms.</p> <p>How to place events into chronological order.</p> <p>How to use the language of time correctly.</p> <p>How to infer from sources.</p> <p>How to differentiate between sources and interpretations.</p>	<p>Unit Enquiry: Why was 1066 a period of crisis?</p> <p>This will include: The cause and consequences of events can be categorised and judged in terms of importance.</p>	<p>Unit Enquiry: How did William control England?</p> <p>This will include: The different methods of control used; Feudal system, castles, violence and Domesday.</p> <p>That the Norman Conquest impacted in different people in different ways.</p>	<p>Unit Enquiry: How far was the Medieval period a time of misery and danger?</p> <p>This will include: The similarities and differences of Medieval life, between rich, poor, countryside and towns. Comparison of life in Medieval Baghdad and Medieval England. It will also include who has power and who does not in the Medieval period.</p>	<p>Unit Enquiry: Why are the Tudors remembered for their power, propaganda and faith?</p> <p>This will include: To what extent the Wars of the Roses caused turmoil, and evaluating whether Henry VII was successful.</p> <p>How historical interpretations of monarchs have changed over time.</p> <p>The impact of religious changes in Europe on England.</p> <p>How far England changed under the rule of the Tudors.</p> <p>How similar the experiences of different types of people were in the Tudor period.</p>		
Golden Knowledge	<p>Substantive:</p> <ul style="list-style-type: none"> Life in England before 410AD; key features, Anglo Saxon Kings, key events <p>Disciplinary:</p>	<p>Substantive:</p> <ul style="list-style-type: none"> Who was fighting for the throne in 1066? What happened in 1066 – Battle of Stamford Bridge and Battle of Hastings 	<p>Substantive:</p> <ul style="list-style-type: none"> What problems did William have? What methods of control did William use? Feudal systems, castles, Harrying 	<p>Substantive:</p> <ul style="list-style-type: none"> What was society like in the Medieval period? Living conditions, Medicine and Black Death. Who had power and how was this challenged? 	<p>Substantive:</p> <ul style="list-style-type: none"> Who were the Tudors and what impact did they have? Why was the Break with Rome significant? 		

	<ul style="list-style-type: none"> Historical key terminology Language of time and chronological order Inferences from evidence 	<ul style="list-style-type: none"> Why did William become king? <p>Disciplinary:</p> <ul style="list-style-type: none"> Cause and Consequence 	<p>of the North, Domesday Book.</p> <ul style="list-style-type: none"> How effective were these methods solve William's problems? <p>Disciplinary:</p> <ul style="list-style-type: none"> Cause and Consequence 	<ul style="list-style-type: none"> What was religion like in the Medieval period and how did it impact society? What conflicts and wars happened in the Medieval period? Key features of life in Baghdad and how this compares to Medieval life in England. What the Silk Roads were and how they connect the wider world and England. What was the War of the Roses and what impact did it have on people's lives? <p>Disciplinary:</p> <ul style="list-style-type: none"> Similarities and differences Cause and consequence 	<ul style="list-style-type: none"> Was the Tudor period a Golden Age? <p>Disciplinary:</p> <ul style="list-style-type: none"> Cause and consequence Similarities and differences 		
Components	<p>Students will know how to apply historical skills and Second Order Concepts to different events in History. They will begin to understand how infer from sources to build a big picture of an event in time and how to question the utility of those sources. They will begin to develop an understanding of big picture learning and how to track events across time periods.</p>	<p>Students will know that England was an Anglo-Saxon society pre-1066 to allow students to appreciate the big picture of Medieval England.</p> <p>Students will know that Britain had a succession crisis in 1066 to allow students to understand Monarchy and the concept of an heir and government in the Medieval period.</p>	<p>Students will know that the Normans took control through:</p> <ul style="list-style-type: none"> Feudalism Castles Violence (Harrying of the North) Domesday <p>To allow students to consider the impact of changes by the Normans on different people in different ways.</p> <p>Students will develop their disciplinary knowledge in understanding how events lead to changes and continuities in society.</p>	<p>Students will know that the lives of Medieval people varied depending on their wealth, position and where they lived. They will be able to compare and contrast different elements of life and evaluate the impact that wealth, status and location had on quality of life and how quality of life changed through the period.</p> <p>How much power ordinary people had in the Middle Ages.</p> <p>Students will know that quality and diversity of life depended on and could be impacted by:</p> <ul style="list-style-type: none"> Living conditions (rich/poor/town/countryside) Religion Towns and countryside Science and medicine Diversity Society Democracy War and conflict <p>Students will know that sources from the time are useful in that they can reveal what people thought of their quality of life and how the nature, origin, purpose OR audience can have</p>	<p>Students will know the causes, consequences and impact of the War of the Roses on people lives.</p> <p>Students will know how the character of Richard III is interpreted through contemporary and modern views.</p> <p>Students will know how successful Henry VII was by evaluating his problems and solutions.</p> <p>Students will understand what happened during the War of the Roses and the impact it had on the people in England. Students will complete a research/reading task to understand the events of the Wars of the Roses.</p> <p>Students will know the impact of the reformation in England in order to understand why the political and social</p>		

				<p>an impact on what has been written and/or created.</p> <p>Students will know how power changed in the Medieval Period and that conflict and power struggles had an impact on that change.</p> <p>Student will learn that conflict causes power struggles by studying:</p> <ul style="list-style-type: none"> - The murder of Thomas Becket (the conflicting power of Church and Crown) - Magna Carta (the conflicting power of Barons and Crown) - Simon de Montfort (the emergence of Parliament as a seat of power, against the Crown) - The Peasant's Revolt (ordinary people's struggle for power against the Crown and nobility) - Students will focus on Hundred Years War and war & society. <p>Students will make a judgement on the significance of causes, by evaluating the most important cause of the Peasant's Revolt.</p> <p>Students will know the causes of the Hundred Years War</p> <p>Students will complete a timeline to show the key dates and events of the Hundred Years War. They will do this by using the textbook and knowledge from a video. They will also identify key turning points. Students will investigate why the Hundred Years War lasted so long. Students will then analyse graph data to understand who won each battle and its significance.</p> <p>Students will know the key events of the Crusades through the study of:</p> <ul style="list-style-type: none"> - Capture of Jerusalem - Richard Vs. Saladin 	<p>landscape changed over time. They will learn this by studying:</p> <ul style="list-style-type: none"> • The reformation in Europe • The Break from Rome • The reformation in England • The changes each Tudor Monarch made to the Church. • The problems faced by each Tudor Monarch and the none religious changes they made in England. <p>Students will know that events have national and international causes so that they can create links between causes and evaluate the most important cause. This will include:</p> <ul style="list-style-type: none"> • The Break from Rome • The Reformation • The Spanish Armada • The development of exploration and empire. <p>Students will know that interpretations in history change over time dependent on nature, origin, purpose and audience through studying Henry VIII and Elizabeth I.</p> <p>Students will know how different people lived in the Tudor Period.</p> <p>Students will know to</p>		
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<p>What pupils should already know (prior learning components)</p>	<p>Students have a basic understanding of historic narrative.</p> <p>Students are able to describe and explain historic events and figures from the past.</p> <p>The KS2 curriculum ends at 1066 and one event from Britain post 1066 and one-time period from across the world.</p> <p>At transition students are introduced to the idea of inference through case study.</p>	<p>Previously at Key Stage 2 students should be aware of the Vikings presence in Britain.</p> <p>Students know that Kings ruled over countries.</p> <p>Warfare was an important part of society.</p>	<p>Previous Key Stage 2 knowledge.</p> <p>Students know that Kings continue to rule over countries and have power.</p>	<p>Students will already know that Kings rule the country, and that people are divided by social class (Feudal System and Domesday book).</p> <p>Students will already have an understanding of the concept of conflict by studying the 1066 succession crisis.</p> <p>Students will know that events have several different causes, and that these causes can be categorised into groups (Why William won, How William controlled England).</p> <p>Students will have an understanding of warfare in England during the Medieval period from the previous unit.</p> <p>Students will know about different ancient civilisations (KS2)</p>	<p>Students will know about Medieval warfare from our previous topic.</p> <p>The religious landscape in England in the Medieval period and how it is woven into everyday life.</p> <p>How people lived in the Medieval period.</p> <p>Who had power in the social structure.</p> <p>How the monarch's power was both supported and undermined by the Church.</p> <p>In KS2 it is likely that students will have studied Henry VIII and have some understanding of the events in his reign. They may also have covered the events of the Spanish Armada and the basics of Christianity.</p>		
<p>Transferrable knowledge (skills)</p>	<ul style="list-style-type: none"> Chronological understanding Problem solving Describe, Explain and Evaluate. 	<p>Events have more than one cause and can be categorised into factors and judged based on their importance</p>	<p>Changes in history vary in impact based on position in society and many things can continue while other things change. The importance of change can</p>	<p>How causes can be more significant than other causes, when studying why events happen in the first place and their consequences; how to reach a judgement on which is significant.</p>	<p>Students will be using second order concepts skills.</p> <p>To understand how to use and evaluate</p>		

	<ul style="list-style-type: none"> Inference and utility when working with sources. 	To know that the vast majority of people in England and Europe were subsistence farmers.	<p>depend in the person experiencing it.</p> <p>To know that Feudalism is the basis for society in Medieval England.</p>	<p>How historical sources can present different information based on their content and origin.</p> <p>To know that Medieval society was not a stagnant, immovable thing and appreciate the variety of experience depending on multiple factors (e.g. religion, wealth, status).</p> <p>To know that Black Death was a significant event in English (and world) history and the impact this had on society and power.</p> <p>To know that power did not stay the same in the Medieval period and was challenged in a number of ways (by Church, democracy and society).</p> <p>To know why different groups of people went on a Crusade to understand different reasons for war in the Medieval period and beyond.</p> <p>Experiences of past events differ dependent on circumstances and the impact of an event can vary in terms of importance, nature and length of impact.</p> <p>To consider the use of sources as historical evidence and begin to understand and evaluate their usefulness to historians by being able to identify the nature, origin, purpose or audience of a source.</p> <p>To what life was like to in the Medieval Middle East.</p>	<p>interpretations through the use of NOPA (nature, origin, purpose and audience).</p> <p>To know how to use a family tree.</p> <p>To understand the importance of a having a male heir.</p> <p>Students will be able to create links between causes and evaluate the most important cause.</p> <p>Students will be able to explain how different people experience the world differently in different time periods.</p>		
Key vocabulary pupil will know and learn	Century, Decade, BC, AD, Periods, Millennium, Chronologically, Useful, Interpretations, Primary, Secondary, historians, Source.	Monarch, Authority, Invasion, Conqueror	Feudalism, Peasant, Knight, Baron, Control	Peasant, power, religion, living conditions, Church, impact, change, useful, war, power, battle, Medieval, crusade, warfare, Muslims, Islam, Christianity, Caliph, Mosque, Pilgrimage, pilgrim, trade, Silk Road.	Power, propaganda, faith, warfare, conflict, knight, family tree, peasant, turmoil, interpretation, Yorkists, Lancastrians. Reformation, Catholic, Protestant, Dissolution, Church of England, Jesuit, Puritan, Armada.		

Assessment activities	<p>Varied AfL strategies throughout lessons.</p> <p>Baseline assessment – skills. Students create a timeline, match words with definitions and put dates into the correct century.</p>	<p>AfL Extended writing - Why did William win the Battle of Hastings?</p>	<p>Assessment Point 1 – Substantive knowledge questions, multiple choice questions, disciplinary knowledge questions and extended writing activity on How William controlled England?</p>	<p>End of Unit Assessment: Knowledge quiz that recalls key first order concepts.</p> <p>30 mins to answer the unit enquiry- How miserable and Dangerous was the Medieval Period?</p>	<p>Was Henry VII a successful king? - This will check to what extent Henry VII was a successful king by using prior knowledge.</p> <p>Students will complete the piece of writing under assessment conditions, but they will peer assess. They can use this to reflect on their learning and writing skills.</p> <p>Students will complete AFL activities which will be designed to check key components. Students will complete a summative assessment on the interpretations of Henry VIII. In addition, they will also complete a knowledge quiz as part of the same summative assessment.</p>		
Resources available	<p>Shared area lesson resources: What is History?</p>	<p>Shared area lesson resources: Norman Conquest</p> <p>Textbooks: Invasion, Plague and Murder Conflict People and Power History in Progress 1066-1603</p>	<p>Shared area lesson resources: Norman Control</p> <p>Textbook: Invasion, Plague and Murder</p> <p>Sources</p>	<p>Shared area lesson resources: Medieval Life</p> <p>Textbooks:</p> <ul style="list-style-type: none"> Invasion, Plague and Murder Conflict People and Power Understanding History <p>LRC Research: Two research boxes compiled, which include wider reading resources</p>	<p>Shared area lesson resources: The Tudors</p> <p>Sources – Images, text. Interpretations.</p> <p>Textbook: Renaissance, Revolution and Reform textbook by Aron Wilkes.</p>		
Notes Why this topic is important Why this topic is important...	<p>Disciplinary knowledge. This topic is important as it allows students to gain an emerging understanding of how historians study the past. It introduces the use of evidence and enquiry to build a picture about the past. It also introduces how sources and</p>	<p>Subject Knowledge 1066 is a pivotal turning point in British History which establishes Medieval society. William’s consolidation of power created the British monarchy and system of government for the next 300 years. Norman culture is still evident in</p>	<p>Subject Knowledge This topic is important as it focuses on William the Conqueror and the methods he uses to control England. The students study aspects which will appear in their education in the future.</p>	<p>Subject Knowledge This topic is important because it introduced students to the idea that people in the past lived very different lives and had very different experiences, and that how people experience the world around them varies depending on status and wealth. It allows students to challenge their preconceptions that the past is solely a dark and</p>	<p>Subject knowledge The topic allows students to consider that interpretations are written for a purpose and the content of the interpretation is dependent on the nature, origin, purpose and audience of the interpretation.</p>		

<p>interpretations can be used to challenge traditional narratives. Students must understand chronological order and centuries so that they can track historical events and changes over time.</p>	<p>England today particularly in terms of language.</p> <p>The topic is also engaging and promotes a love of the subject for Year 7.</p> <p><u>Disciplinary knowledge</u> The topic allows students to begin to find links between causes and consider why one cause is more important than another.</p> <p>The topic allows students to see that changes do not affect everyone in a period in the same way or with the same level of impact.</p> <p><u>Links to British Values</u> Rule of law – The government’s laws effect people in society Liberty – Position in society was determined by birth</p>	<p>The topic allows for the introduction of key themes that are continually returned to such as Feudalism, government and the importance of religion to their family.</p>	<p>dangerous world full of stagnation, allowing them to appreciate the diversity and complexity of the past.</p> <p>The topic introduces students to the importance of religion and the impact religion had on everyday lives, which underpins students learning on the changing nature of society towards the end of the Medieval Period, into the Early Modern period and reformation.</p> <p>The key theme of power is introduced and explored, allowing students to take into consideration the nature of what power and authority actually is. This will add depth to their understanding of political power structures, and how these change, grow and develop over time.</p> <p>The Middle East aspect introduces the clear connection between countries across the World. This topic introduces the term ‘warfare’ which students will refer to when looking at war in Year 8 (English Civil War) and Year 9 (WW1/WW2/Russia).</p> <p>The topic is important to allow students to challenge their prior perceptions of the past and the Eurocentric view of the world. It also allows them to challenge preconceptions and attitudes towards different religions.</p> <p><u>Disciplinary knowledge</u> This topic allows for the students to develop their thinking on change over time, and what the nature and extent of change is. They will also begin to grasp the speed at which change can happen. Students will appreciate that sometimes continuities happen amongst big changes.</p>	<p>This topic allows students to come to their own judgement which they will continue to do throughout KS3 and KS4. This topic is important because it is a significant turning point in British History and shapes the social and political landscape for the next 250 years.</p> <p>It sets the context for the Stuart Period and the English Civil War which students will study in Year 8.</p> <p>This topic is important because it builds on the idea that people in the past lived very different lives and had very different experiences, and that how people experience the world around them varies depending on status and wealth. This topic will also add depth to their understanding of political power structures, and how these change, grow and develop over time.</p> <p><u>Disciplinary knowledge</u> This topic allows for the development of causal thinking, being able to attribute and explain why one cause is more important than the rest. This is useful in allowing students to develop their opinions and historical judgements and arguments independently.</p>		
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				<p>The topic allows students to explore and deepen their causal thinking by attributing significance to one cause in respect of making an event happen, and why this may be more important than other causes.</p> <p>Students will also explore analysis of what historical sources can reveal about the past, and how sources can be constructed based on their nature, origin, purpose OR audience.</p> <p>This topic allows for the development of causal thinking, being able to attribute and explain why one cause is more important than the rest. This is useful in allowing students to develop their opinions and historical judgements and arguments independently.</p> <p>This topic allows students to consider historical evidence, and how sources can be incredibly useful in revealing the past to historians. Students will begin to consider how the specific purpose of a source, made on a certain date by a particular group, for an intended audience, can greatly impact on what has been written/created.</p> <p><u>Links to British Values</u> Respect and Tolerance – Not treating people differently due to religion and respecting any differences between different religions.</p> <p><u>Links to British Values</u> Tolerance and mutual respect – differences in society and how people live their lives, appreciating how different people value faith and religion (Christianity) Rule of Law – Are laws and taxes fair? (Church tax, peasant’s revolt) Democracy – The growth of democracy and Parliament, changing</p>	<p>The topic allows students to consider that interpretations and historians are influenced by various factors and that these impact the content of the interpretation.</p> <p>This topic allows for the development of causal thinking, being able to attribute and explain why one cause is more important than the rest. This is useful in allowing students to develop their opinions and historical judgements and arguments independently.</p> <p>The topic allows students to consider that interpretations and historians are influenced by various factors and that these impact the content of the interpretation.</p> <p><u>Links to British Values</u> Mutual respect – war This topic allows students to engage with the following Rule of Law – people had to adhere to laws introduced after the reformation. Tolerance – learning about the differences between Catholicism and Protestantism.</p>		
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				nature of political power vested in one person Individual Liberty – freedom of choice over employment and lifestyle (impact of Black Death), freedom from unfair rule (Magna Carta), freedom of choice over taxation (Peasants Revolt).			
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