

Share Multi Academy Trust

Curriculum Planning

Subject:	History	Year	7	Ability	All
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Term / Date(s)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Topic	What is History?	Norman Conquest	Norman Control	Medieval Life	The War of the Roses	Tudor Power	Tudor Society
Pupils will learn...	Unit Enquiry: How do Historians investigate the past? Case study: The Anglo Saxons. This topic is focused on the concept of the foundation skills of History. What are the disciplinary skills we use in History? What golden threads are in the History curriculum? How do we use disciplinary skills to investigate how the Anglo-Saxons lived?	Unit Enquiry: How did William Conquer of England? This topic is focused on the concept of Cause and Consequence. Who was fighting for the throne in 1066? What happened in 1066? Why did William of Normandy become king of England?	Unit Enquiry: How did William control England? This topic is focused on the concept of Change and Continuity. What methods did William use? How effective were they? How did these begin to change England?	Unit Enquiry: How far was the Medieval period a time of misery and danger? This topic is focused on the concept of Cause and Consequence. What caused Medieval life to be miserable and dangerous? What were the consequences of these causes on people's lives? Just how miserable and dangerous was the Medieval World?	Unit Enquiry- Why are the Tudors remembered for their power, propaganda and faith? In this unit we are focusing on the key concept of Change and Continuity. What was the War of the Roses and how did it lead to the rise of the Tudors? What impact did the War of the Roses on people's lives? Why are the Tudors remembered?	Unit Enquiry: Unit Enquiry- Why are the Tudors remembered for their power, propaganda and faith? In this topic we are focusing on significance How did the Tudors use Propaganda? How did the Tudors change the Church In England? Was England at its most powerful during the Tudor Period?	Unit Enquiry: How diverse was peoples experiences in Tudor England? In this topic we are focusing on similarity and difference. Who Lived in Tudor England? How different was peoples experience of life in Tudor England?

Golden Knowledge	Substantive: • What are the skills we use in History? • What golden threads can we investigate about the Anglo-Saxons? • What skills are useful to help us find out how the Anglo-Saxons lived? Disciplinary: • Historical key terminology • Language of time and chronological order • Inferences from evidence	Substantive: • Who was fighting for the throne in 1066? • What happened in 1066 – Battle of Stamford Bridge and Battle of Hastings • Why did William become king? Disciplinary: • Cause and Consequence	Substantive: • What problems did William have? • What methods of control did William use? Feudal systems, castles, Harrying of the North, Domesday Book. • How effective were these methods solve William’s problems? Disciplinary: • Cause and Consequence	Substantive: • What was society like in the Medieval period? Living conditions, Medicine and Black Death. • Who had power and how was this challenged? • 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? Disciplinary: • Similarities and differences • Cause and consequence	Substantive What were the War of the Roses? Who won the War of the Roses? What were the consequences for England after the War of the Roses? Disciplinary Change and Continuity	Substantive: • Who were the Tudors and what impact did they have? • Why was the Break with Rome significant? • Was the Tudor period a Golden Age? Disciplinary: • Cause and consequence • Similarities and differences	Substantive What was Tudor Society like? What were Tudor living conditions like? How did different minorities experience Tudor England? How popular was the theatre? Disciplinary: Similarity and difference
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Components	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.	Students will know that England was an Anglo-Saxon society pre-1066 to allow students to appreciate the big picture of Medieval England. 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.	Students will know that the Normans took control through: • Feudalism • Castles • Terror (Harrying of the North) • Domesday To allow students to consider the impact of changes by the Normans on different people in different ways. Students will develop their disciplinary knowledge in understanding how events lead to changes and continuities in society.	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. How much power ordinary people had in the Middle Ages. Students will know that quality and diversity of life depended on and could be impacted by five key factors Power Religion Society Economy Science and Technology 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 an impact on what has been written and/or created. Students will begin their study in the Medieval World by looking at an overview of how the five factors mentioned above impact peoples living conditions and daily life and how safe Medieval Medicine was. This will give a students a solid foundation before they explore how religion and power changed in more detail. Students will start a comparison study of the two most important religion's (Christianity and Islam) and their impacts on society. Firstly by exploring how the Christian Church controlled people's lives through doom paintings. Following this students will know where the Middle East is	Students will know the causes, consequences and impact of the War of the Roses on people lives. Students will know how successful Henry VII was by evaluating his problems and solutions. 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.	Students will know to what extent the Renaissance impacted people's lives. Students will know the impact of the reformation in England in order to understand why the political and social landscape changed over time. They will learn this by studying: • The Renaissances impact on European society • 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. 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: • The Break from Rome • The Reformation • The Spanish Armada • The development of exploration and empire. Students will know that interpretations in history change over time dependent on nature, origin, purpose and	Students will know how different people lived in the Tudor Period. This will include looking at how diverse Tudor England was. Topics include: Hierarchy in Society Living conditions The role of Women Why witchcraft became popular Black Tudors LGBTQ+ Tudors How safe was Tudor London (Crime) What did the Tudors do for fun? How did the Early English Empire make England more diverse? Students will then make a judgement on how diverse Tudor England was. They will do this by revisiting the topics we have covered.
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				and what it was like in the Medieval period and understand how Islam spread across the Middle East and the different factors that caused this to spread. Students will know how the Abbasid Caliphate grew and the legacy of this and why this is known as the Islamic Golden Age. Students will compare the medieval cities of London and Baghdad. They will also look at how both religions interacted through the Crusades, and see the impact of the Crusades on Europe. Students will know how power changed in the Medieval Period and that conflict and power struggles had an impact on that change. Student will learn that conflict causes power struggles by studying: 1. The murder of Thomas Becket (the conflicting power of Church and Crown) 2. Magna Carta (the conflicting power of Barons and Crown) 3. Simon de Montfort (the emergence of Parliament as a seat of power, against the Crown) 4. How powerful were women in the Medieval world. 5. What was the impact of the Black Death 6. Who was Edward I and why are there different interpretations of him? 7. How did the 100 years war impact people? 8. The Peasant's Revolt (ordinary people's struggle for power against the Crown and nobility)		audience through studying Henry VIII and Elizabeth I.	
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				9. How did Parliament become powerful under Henry Bolingbroke? Students will make a judgement on how miserable and dangerous the Medieval world really was from the study of the factors of Power Religion Economy Science and Technology and Society.			
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What pupils should already know (prior learning components)	Students have a basic understanding of historic narrative. Students are able to describe and explain historic events and figures from the past. The KS2 curriculum ends at 1066 and one event from Britain post 1066 and one-time period from across the world. At transition students are introduced to the idea of inference through case study.	Previously at Key Stage 2 students should be aware of the Vikings presence in Britain. Students know that Kings ruled over countries. Warfare was an important part of society.	Previous Key Stage 2 knowledge. Students know that Kings continue to rule over countries and have power.	Students will already know that Kings rule the country, and that people are divided by social class (Feudal System and Domesday book). Students will already have an understanding of the concept of conflict by studying the 1066 succession crisis. 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). Students will have an understanding of warfare in England during the Medieval period from the previous unit. Students will know about different ancient civilisations (KS2)	Students will know about Medieval warfare from our previous topic. The religious landscape in England in the Medieval period and how it is woven into everyday life. How people lived in the Medieval period. Who had power in the social structure. How the monarch's power was both supported and undermined by the Church. 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.	Students will know about Medieval warfare from our previous topic. The religious landscape in England in the Medieval period and how it is woven into everyday life. How people lived in the Medieval period. Who had power in the social structure. How the monarch's power was both supported and undermined by the Church. They will also see how the Tudors took the crown by force and have to make sure they dont lose it. 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.	Students will know about Medieval warfare from our previous topic. The religious landscape in England in the Medieval period and how it is woven into everyday life. How people lived in the Medieval period. Who had power in the social structure. How the monarch's power was both supported and undermined by the Church. They will also see how the Tudors took the crown by force and have to make sure they dont lose it. Students now aware of the monumental changes to England by the Tudors Such as Reformation and impact of Elizabeth's rule over England such as defeat of Spanish and expansion of Empire. 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.
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Transferrable knowledge (skills)	• Chronological understanding • Problem solving • Describe, Explain and Evaluate. • Inference and utility when working with sources.	Events have more than one cause and can be categorised into factors and judged based on their importance To know that the vast majority of people in England and Europe were subsistence farmers.	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 depend in the person experiencing it. To know that Feudalism is the basis for society in Medieval England.	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. How historical sources can present different information based on their content and origin. 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). To know that Black Death was a significant event in English (and world) history and the impact this had on society and power. 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). To know why different groups of people went on a Crusade to understand different reasons for war in the Medieval period and beyond. 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. To understand how to use and evaluate interpretations through the use of TOPA (nature, origin, purpose and audience). To consider the use of sources as historical evidence and begin to understand and evaluate their usefulness to historians by being	Students will be using second order concepts skills. To know how to use a family tree. To understand the importance of a having a male heir. Students will be able to create links between causes and evaluate the most important cause. Students will be able to explain how different people experience the world differently in different time periods. Students will begin to be able to evaluate what made Tudor England diverse.	Students will be using second order concepts skills. To know how to use a family tree. To understand the importance of a having a male heir. Students will be able to create links between causes and evaluate the most important cause. Students will be able to explain how different people experience the world differently in different time periods. Students will begin to be able to evaluate what made Tudor England diverse.	Students will be using second order concepts skills. To know how to use a family tree. To understand the importance of a having a male heir. Students will be able to create links between causes and evaluate the most important cause. Students will be able to explain how different people experience the world differently in different time periods. Students will begin to be able to evaluate what made Tudor England diverse.
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				able to identify the nature, origin, purpose or audience of a source. To what life was like to in the Medieval Middle East and to then make comparisons with the Chrtsian European world.			
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	Power, religion, living conditions, Church, impact, 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.	Power, propaganda, faith, warfare, conflict, knight, family tree, peasant, turmoil, interpretation, Yorkists, Lancastrians. Reformation, Catholic, Protestant, Dissolution, Church of England, Jesuit, Puritan, Armada.	Diverse, immigration, living conditions, LGBTQ+ , theatre, difference
Assessment activities	Varied AfL strategies throughout lessons. Baseline assessment – skills. Students create a timeline, match words with definitions and put dates into the correct century.	AfL Extended writing - Why did William win the Battle of Hastings?	Assessment Point 1 – Substantive knowledge questions, multiple choice questions, disciplinary knowledge questions and extended writing activity on How William controlled England?	End of Unit Assessment: Knowledge quiz that recalls key first order concepts. 30 mins to answer the unit enquiry- How miserable and Dangerous was the Medieval Period?	Students will undertake an end of Unit test after exploring why the Tudors are remembered. This will be a mixed knowledge quiz, using multiple choice questions and 1 mark GCSE style questions. Students will also answer How diverse were peoples experiences in Tudor England? in a silent written assessment. They will also given an iterative test that covers all topics of Year 7, to see how well knowledge has been retained.	Students will undertake an end of Unit test after exploring why the Tudors are remembered. This will be a mixed knowledge quiz, using multiple choice questions and 1 mark GCSE style questions. Students will also answer How diverse were peoples experiences in Tudor England? in a silent written assessment. They will also given an iterative test that covers all topics of Year 7, to see how well knowledge has been retained.	Students will undertake an end of Unit test after exploring why the Tudors are remembered. This will be a mixed knowledge quiz, using multiple choice questions and 1 mark GCSE style questions. Students will also answer How diverse were peoples experiences in Tudor England? in a silent written assessment. They will also given an iterative test that covers all topics of Year 7, to see how well knowledge has been retained.
Resources available	Shared area lesson resources: What is History?	Shared area lesson resources: Norman Conquest Textbooks: Invasion, Plague and Murder Conflict People and Power History in Progress 1066-1603	Shared area lesson resources: Norman Control Textbook: Invasion, Plague and Murder Sources	Shared area lesson resources: Medieval Life Textbooks: - Invasion, Plague and Murder - Conflict People and Power - Understanding History LRC Research: Two research boxes complied, which include wider reading resources	Shared area lesson resources: The Tudors Sources – Images, text. Interpretations. Textbook: Religion, Renaissance and Revolution. Renaissance, Revolution and Reform textbook by Aron Wilkes.	Shared area lesson resources: The Tudors Sources – Images, text. Interpretations. Textbook: Religion, Renaissance and Revolution. Renaissance, Revolution and Reform textbook by Aron Wilkes.	Shared area lesson resources: The Tudors Sources – Images, text. Interpretations. Textbook: Religion, Renaissance and Revolution. Renaissance, Revolution and Reform textbook by Aron Wilkes.

Notes Why this topic is important Why this topic is important...	<u>Disciplinary knowledge.</u> 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 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.	<u>Subject Knowledge</u> 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 England today particularly in terms of language. The topic is also engaging and promotes a love of the subject for Year 7. <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. 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. <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	<u>Subject Knowledge</u> 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. 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.	<u>Subject Knowledge</u> 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 dangerous world full of stagnation, allowing them to appreciate the diversity and complexity of the past. 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. 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. 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). 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	<u>Subject knowledge</u> 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. 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. It sets the context for the Stuart Period and the English Civil War which students will study in Year 8. 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. <u>Disciplinary knowledge</u> This topic allows students to come to their own judgement which they will continue to do throughout KS3 and KS4. 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				preconceptions and attitudes towards different religions. <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. 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. 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. 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. 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.	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. The topic allows students to consider that interpretations and historians are influenced by various factors and that these impact the content of the interpretation. 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. The topic allows students to consider that interpretations and historians are influenced by various factors and that these impact the content of the interpretation. <u>Links to British Values</u> Mutual respect – war This topic allows students with the idea of the impact of a Civil War	their opinions and historical judgements and arguments independently. The topic allows students to consider that interpretations and historians are influenced by various factors and that these impact the content of the interpretation. 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. The topic allows students to consider that interpretations and historians are influenced by various factors and that these impact the content of the interpretation. <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.	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. The topic allows students to consider that interpretations and historians are influenced by various factors and that these impact the content of the interpretation. 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. The topic allows students to consider that interpretations and historians are influenced by various factors and that these impact the content of the interpretation. Links to British Values Mutual respect – war This topic allows students to engage with the following
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				<u>Links to British Values</u> Respect and Tolerance – Not treating people differently due to religion and respecting any differences between different religions. <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 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).	Tolerance – learning about the differences between Yorkshire and Lancashire and exploring the local rivalry		Rule of Law – people had to adhere to laws introduced after the reformation. Tolerance – learning about the differences between Catholicism and Protestantism.
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