

# History Curriculum Overview – Year 7

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
<b>Autumn Term 1</b>						
<p>What was Britain Like Before 1066?</p>	<p><b>Key terminology</b>  <b>Religion, War, Druid, Celts, Roman, Anglo-Saxon, King, Emperor, Soldier, Weapons, Primary Source, Secondary Source, Artefact</b></p> <ul style="list-style-type: none"> <li>Students will learn about the different groups who lived in Britain before the arrival of the Normans in 1066.</li> <li>They will learn about how each group changed Britain and the legacy that they left.</li> <li>The groups studied are Celts, Romans and the Anglo Saxons.</li> </ul>	<p>Skills developed include:</p> <ul style="list-style-type: none"> <li>How to build an argument using evidence, the ability to sympathise/empathise with people from the past.</li> <li>How to argue different points of view and how to come to their own conclusion based on their own selection of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Students have an end of topic assessment where they have to argue 'who was the most important people in Britain before 1066'.</li> <li>Every lesson also contains assessment by questioning and students sharing knowledge/analysis so the teacher can assess progress made. Homework is also peer assessed in lesson.</li> </ul>	<p>Students are given a Homework Menu at the start of the topic which allows them to pick a task, with different difficulty options.</p> <p>This will be peer assessed in lesson.</p>	<p><b>United in Harmony</b> – through developing understanding and respect of different cultures</p> <p><b>Community and Participation (and the common good)</b> Learning about why some people in England were able to successfully set up societies.</p> <p><b>Geography</b>  <b>English</b>  <b>Journalism</b>  <b>Law</b>  <b>Archivist</b>  <b>Politics</b></p>	<p>Knowledge of the Romans feeds into Medicine topic in Year 8.</p>

**Autumn Term 2**

<p>How did William Duke of Normandy win the Battle of Hastings?</p>	<p><b>Key Terminology</b>  <b>Duke, Earl, Fleet, Cavalry, Foot soldier, army, Harrying of the North, Doomsday Book, Motte and Bailey castle, Feudal System</b></p> <ul style="list-style-type: none"> <li>In this topic students focus on a key individual (William Duke of Normandy) and the impact that he had on England.</li> <li>They look at why William beat Harold Godwinson and Harald Hardrada to be king after the death of Edward the Confessor and how he won the Battle of Hastings.</li> <li>Students will then learn about how William consolidated his power as King of England, defeating local opposition and introducing new systems of government.</li> </ul>	<p>Skills developed include:</p> <ul style="list-style-type: none"> <li>Building source analysis skills. Students will need to use a combination of picture and text based sources, pick out evidence and infer information about the past based on these.</li> <li>Students also build their skills of argument, explaining using historical evidence the reasons why William was able to keep control of England.</li> </ul>	<ul style="list-style-type: none"> <li>Students write an essay answering the question 'How did William Maintain Control of England?'</li> <li>Every lesson also contains assessment by questioning and students sharing knowledge/analysis so the teacher can assess progress made. Homework is also peer assessed in lesson.</li> </ul>	<p>Students are given a Homework Menu at the start of the topic which allows them to pick a task, with different difficulty options.</p> <p>This will be peer assessed in lesson.</p>	<p><b>Loving and compassionate</b> – developing empathy for those who lived in the past, especially those who lived through hardships.</p> <p><b>Peace and Reconciliation-</b> How the country came back together after war.</p> <p><b>Geography</b>  <b>English</b>  <b>Journalism</b>  <b>Law</b>  <b>Archivist</b>  <b>Politics</b></p>	<p>Understanding of the nobility and monarchs helps with KS4-Elizabethan England.</p>
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**Spring Term 1**

<p>What was the Impact on Medieval England of 'Disease, War &amp; Religion'?</p>	<p><b>Key Terminology</b></p> <p><b>Crusades, Pope, Church, Jerusalem, Saladin, Wales, England, Marcher Lords, Black Death, Plague, Peasant, War</b></p> <ul style="list-style-type: none"> <li>• Students look at 4 themes, religion, war, disease and the role of the individual.</li> <li>• They look at the Christian Crusades to the Holy Land and the roles of Saladin and Pope Innocent in the conflict.</li> <li>• Students will examine the changes that took place as a result of the English conquest of Wales.</li> <li>• They will examine the societal and economic effects of the Black Death, how it affected different parts of the population.</li> </ul>	<p>Skills developed include:</p> <ul style="list-style-type: none"> <li>• Students will develop their understanding of the second order concept of change.</li> <li>• Students will also learn how to analyse changes and determine which are more significant than others.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Students write a response to the question <i>'Which was the most important reason for change in the Medieval Period – Religion, War, Individuals or Disease?'</i></li> <li>• Every lesson also contains assessment by questioning and students sharing knowledge/analysis so the teacher can assess progress made. Homework is also peer assessed in lesson.</li> </ul>	<p>Students are given a Homework Menu at the start of the topic which allows them to pick a task, with different difficulty options.</p> <p>This will be peer assessed in lesson.</p>	<p><b>Loving and compassionate</b> – developing empathy for those who lived in the past, especially those who lived through hardships.</p> <p><b>Dignity in Work</b>- For the peasants in the Peasants Revolt in 1381 and those who got more privileges after the Black Death in 1348.</p> <p><b>Geography</b> <b>English</b> <b>Law</b> <b>Religious Studies</b> <b>Archivist</b> <b>Politics</b></p>	<p>Links to Year 8 study of history of medicine.</p>
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**Spring Term 2 and Summer Term 1**

<p>Religious Change in England in the 16<sup>th</sup> Century.</p>	<p><b>Key Terminology</b></p> <p><b>Henry VIII, Edward VI, Mary Tudor, Elizabeth I, religion, Catholic, Protestant, church, heretic, conflict.</b></p> <ul style="list-style-type: none"> <li>• Students look at different Tudor monarchs with an emphasis on religion.</li> <li>• They examine the change in religion between Protestant and Catholic and analyse the reasons for the changes.</li> <li>• Students will understand what is meant by Protestant and Catholic and why people were unhappy with the Catholic Church across Europe in the 1520's and 1530's.</li> <li>• Students will examine how monarchs like Mary and Elizabeth tried to repress their people from going against the faith of the monarch.</li> </ul>	<p>Skills developed include:</p> <ul style="list-style-type: none"> <li>• The second order concept of change. How they can measure change in terms of religion across the different monarchs. Is change constant across the time period or does it go back and forth?</li> <li>• Students also look at the second order concept of causation and consequence. Why was there so much religious change in England and what were the effects?</li> </ul>	<p>Students will be assessed on the following question,</p> <p><i>Which of the following was the most important reason why Henry VIII made himself head of the English church in 1534?</i></p> <ul style="list-style-type: none"> <li>• He wanted power</li> <li>• He wanted money</li> </ul> <p>Students will also have an end of year test where they look at content from across the year so far.</p>	<p>Students are given a Homework Menu at the start of the topic which allows them to pick a task, with different difficulty options.</p> <p>This will be peer assessed in lesson.</p>	<p><b>Discerning and Joyful-</b> How we should be grateful for the freedoms we currently have in society.</p> <p><b>Dignity of God's people-</b> How people sincerely fought for and believed in their faith.</p> <p><b>Geography</b> <b>English</b> <b>Law</b> <b>Archivist</b> <b>Religious Education</b> <b>Politics</b></p>	<p>KS4 link to the Elizabethan England module at GCSE.</p>
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**Summer Term 2**

<p>Religious Change in England in the 17<sup>th</sup> century.</p>	<p><b>Key Terminology</b></p> <p><b>Catholic, Protestant, Civil War, Gunpowder Plot James I, Cavalier, Roundhead, Charles I, Execution, Oliver Cromwell</b></p> <ul style="list-style-type: none"> <li>• Students look at the religious changes and the consequences of those religious changes that took place during the 17<sup>th</sup> century.</li> <li>• They will learn about the Gunpowder Plot and how possibly King James I encouraged it to stir up anti Catholic feeling.</li> <li>• Students will look at the causes of the English Civil War and the effects it had.</li> <li>• They examine the downfall of the monarchy and the execution of King Charles I in 1649.</li> </ul>	<p>Skills developed include:</p> <ul style="list-style-type: none"> <li>• Developing their analysis of the second order concept of causation and consequence, e.g why were the Scottish unhappy with the changes forced on them and what was their response?</li> <li>• Students work on their analysis of significance, why was the execution of Charles I so important in our history?</li> </ul>	<p>Students will be assessed by writing a response to the following question:</p> <p><i>Was Oliver Cromwell a Hero or a Villain?</i></p> <p>Every lesson also contains assessment by questioning and students sharing knowledge/analysis so the teacher can assess progress made. Homework is also peer assessed in lesson.</p>	<p>Students are given a Homework Menu at the start of the topic which allows them to pick a task, with different difficulty options.</p> <p>This will be peer assessed in lesson.</p>	<p><b>Discerning and Joyful-</b> How we should be grateful for the freedoms we currently have in society.</p> <p><b>Dignity of God's people-</b> How people sincerely fought for and believed in their faith.</p> <p><b>Trip to Westminster Abbey, looking at the different Tudor monarchs and the impact their religious changes had.</b></p> <p><b>Geography</b> <b>English</b> <b>Journalism</b> <b>Law</b> <b>Religious Education</b> <b>Archivist</b> <b>Politics</b></p>	<p>Links onto prior topic- previous religious changes feed into later ones.</p>
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