Programme of study for Y7 History

 Topic / Big Question: How do Historians do their job? What is History? How do historians use evidence to understand 	Topic / Big Question: Why did William win the Battle of Hastings?1066 – c.1150 • The succession crisis:	Topic / Big Question: What was life like in Medieval England? c.1100-1485 • The Black Death and	Topic / Big Question: Why were the Tudors significant? 1485-1603	Topic / Big Question: Royals and Rebels 1603-1714 • The Gunpowder Plot: Catholic persecution; the plotters and their failed	Topic / Big Question: How did the role of the Monarch and Parliament change over
 evidence to understand the past? How do we make inferences? How do historians form interpretations? Why did different groups come to Britain? Early history of Britain – Roman conquest, Boudicca, Anglo- Saxons and Vikings, Emma of Normandy Skills (students should be able to do): Sort into chronological order [AO1] Give key features [AO1] Understand the consequences of events [AO1,AO2] Understand the causes of an event [AO1,AO2] 	 contenders to the throne, Battle of Stamford Bridge The Battle of Hastings: the events of the battle; the reasons why William won Norman takeover: feudal system, castles, Domesday Book What was life like in Medieval England? c1100-1485 The medieval Church: hierarchy of the Church, the power over people's lives Monarch and Parliament: Queen Matilda, King John and the barons, Magna Carta, the origins of Parliament Skills (students should be able to do): Sort into chronological order [AO1] Give key features [AO1] Understand the consequences of events [AO1,AO2] Understand the causes of an event [AO1,AO2] 	the Peasants' Revolt: the impact of the Black Death; the reasons for the Peasant's revolt the Abbasid Caliphate Why were the Tudors significant? 1485-1603 • Change and Reformation: Renaissance and new ideas; Martin Luther and Protestantism Skills (students should be able to do): • Make inferences from a source [AO3] • Explain the consequences of events [AO1,AO2] • Explain the causes of an event [AO1,AO2] • Analyse an event [AO1,AO2]	 Henry VIII and the Break from Rome: seeking the annulment; the Church of England; the dissolution of the monasteries Black Tudors – How interconnected was Tudor society? Elizabeth I: how she ruled; foreign threats, early colonies, Spanish Armada Skills (students should be able to do): Make inferences from a source [AO3] Explain the consequences of events [AO1,AO2] Explain the causes of an event [AO1,AO2] Explain the causes of an event [AO1,AO2] 	 plotters and their failed attempt Skills (students should be able to do): Skills (students should be able to do): Make inferences from a source [A03] Explain the consequences of events [A01,A02] Explain the causes of an event [A01,A02] Analyse an event 	 time? 1603-1714 Charles I and Civil War: conflict between King and Parliament; reasons for the civil war Civil War events; reasons for Parliament's victory; execution of Charles I The Restoration and after: The Restoration, the Glorious Revolution, changing relationship between monarch and Parliament over time Skills(students should be able to do): Skills (students should be able to do): Make inferences from a source [A03] Explain the consequences of events [AO1,AO2] Explain the causes of an event [AO1,AO2] Analyse an event

		the key features and charac	•	died.			
	-	ls studied using second orde	•				
AO3 Analyse, evaluate ar	id use sources (contempora	ry to the period) to make su	ıbstantiated judgements, i	n the context of historical ϵ	events studied.		
 THEMES: The following three themes will be be specifically highlighted throughout the Key Stage 3 History curriculum: Power and parliament – the development of royal power, in conjunction with the power of the church, and the rising power of parliament Trade and empire – the development of trade as a major driver for change, and the establishment and history of empire Changing society and migration – the development of society through time up to the modern day, including the history and significance of migration 							
			•				
End of term 1 assessment to cover:		End of term 2 assessment to cover:		End of year assessment to cover:			
Topics from first half term.		1. Give two things you can infer from Source A		1. Describe two features of (4)			
1. Describe two features of (4) x2		about (4)		2. Give two things you can infer from Source A			
2. Explain two consequences of (8)		2. Explain two consequences of (8)		about (4)			
3. Explain why (12)		3. Write a narrative account analysing (8)		3. Write a narrative account analysing (8)			
				4. Explain why (12)			
Building understanding: Rationale / breakdown for your sequence of lessons: Students start by Learning what skills are used in History and that nature of the subject.	Building understanding: Rationale / breakdown for your sequence of lessons: Students study a key moment in England's history, the Norman Conquest. The theme of power – royal and noble power is introduced.	Building understanding: Rationale / breakdown for your sequence of lessons: Students examine key moments in the development of England – the relationship between royal power and Church power is explored, and the role of Parliament developed.	Building understanding: Rationale / breakdown for your sequence of lessons: Students examine key moments in the development of England – the relationship between royal power and Church power is explored, and the role of Parliament developed.	Building understanding: Rationale / breakdown for your sequence of lessons: Students examine key moments in the development of England – the challenges to royal power by Catholics, Puritans and Parliament.	Building understanding: Rationale / breakdown for your sequence of lessons: Students examine key moments in the development of Britain – the huge changes in society, the push for reform to Parliament, and the way industrialisation transformed Britain.		
Home – Learning:	Home – Learning:	Home – Learning:	Home – Learning:	Home – Learning:	Home – Learning:		
Research, questions, quizzes,	Research, questions, quizzes,	Research, questions, quizzes,	Research, questions,	Research, questions, quizzes,	Research, questions, quizzes,		

quizzes, factual knowledge

input (eg Brainscape),

Reading / literacy:

writing tasks

factual knowledge input (eg

Brainscape), writing tasks

Reading / literacy:

factual knowledge input (eg

Brainscape), writing tasks

Reading / literacy:

factual knowledge input (eg

Brainscape), writing tasks

Reading / literacy:

factual knowledge input (eg

Brainscape), writing tasks

Reading / literacy:

factual knowledge input (eg

Brainscape), writing tasks

Reading / literacy:

Textbook, handouts, PPT,	Textbook, handouts, PPT,	Textbook, handouts, PPT,	Textbook, handouts, PPT,	Textbook, handouts, PPT,	Textbook, handouts, PPT,		
weblinks, modelling and	weblinks, modelling and	weblinks, modelling and	weblinks, modelling and	weblinks, modelling and	weblinks, modelling and		
model answers	model answers	model answers	model answers	model answers	model answers		
Numeracy:	Numeracy:	Numeracy:	Numeracy:	Numeracy:	Numeracy:		
Chronology, years, centuries	Chronology	Chronology	Chronology	Chronology	Chronology		
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):							