

Programme of study for Y7 History

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| <p>Topic / Big Question: How do Historians do their job?</p> <ul style="list-style-type: none"> What is History? How do historians use evidence to understand the past? How do we make inferences? How do historians form interpretations? <p>Why did different groups come to Britain?</p> <ul style="list-style-type: none"> Early history of Britain – Roman conquest, Boudicca, Anglo-Saxons and Vikings, Emma of Normandy <p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> Sort into chronological order [AO1] Give key features [AO1] Understand the consequences of events [AO1,AO2] Understand the causes of an event [AO1,AO2] | <p>Topic / Big Question: Why did William win the Battle of Hastings?1066 – c.1150</p> <ul style="list-style-type: none"> The succession crisis: 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 <p>What was life like in Medieval England? c1100-1485</p> <ul style="list-style-type: none"> 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 <p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> Sort into chronological order [AO1] Give key features [AO1] Understand the consequences of events [AO1,AO2] Understand the causes of an event [AO1,AO2] | <p>Topic / Big Question: What was life like in Medieval England? c.1100-1485</p> <ul style="list-style-type: none"> The Black Death and the Peasants' Revolt: the impact of the Black Death; the reasons for the Peasant's revolt the Abbasid Caliphate <p>Why were the Tudors significant? 1485-1603</p> <ul style="list-style-type: none"> Change and Reformation: Renaissance and new ideas; Martin Luther and Protestantism <p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> 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] | <p>Topic / Big Question: Why were the Tudors significant? 1485-1603</p> <ul style="list-style-type: none"> 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 <p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> 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] | <p>Topic / Big Question: Royals and Rebels 1603-1714</p> <ul style="list-style-type: none"> The Gunpowder Plot: Catholic persecution; the plotters and their failed attempt <p>Skills(students should be able to do):</p> <p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> Make inferences from a source [A03] Explain the consequences of events [AO1,AO2] Explain the causes of an event [AO1,AO2] Analyse an event | <p>Topic / Big Question: How did the role of the Monarch and Parliament change over time? 1603-1714</p> <ul style="list-style-type: none"> 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 <p>Skills(students should be able to do):</p> <p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> Make inferences from a source [AO3] Explain the consequences of events [AO1,AO2] Explain the causes of an event [AO1,AO2] Analyse an event |
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| Textbook, handouts, PPT, weblinks, modelling and model answers | Textbook, handouts, PPT, weblinks, modelling and model answers | Textbook, handouts, PPT, weblinks, modelling and model answers | Textbook, handouts, PPT, weblinks, modelling and model answers | Textbook, handouts, PPT, weblinks, modelling and model answers | Textbook, handouts, PPT, weblinks, modelling and model answers |
| Numeracy: Chronology, years, centuries | Numeracy: Chronology | Numeracy: Chronology | Numeracy: Chronology | Numeracy: Chronology | Numeracy: Chronology |
| Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): | | | | | |