

Year 7 History Sequence

	Content Taught	National Curriculum	Essential Knowledge	Assessment	Rationale
Year 7					
HT1	<p>Students study a unit of work focusing on:</p> <ul style="list-style-type: none"> The Mystery of the Missing Body. What does the Sutton Hoo tell us about the Anglo-Saxons? Why were the Normans such successful conquerors? (focus on Battle of Hastings) 	<p><u>National Curriculum</u></p> <p>The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</p>	<p>Substantive Concepts</p> <p>Paganism Christianity Archeology Trade</p> <p>Skill</p> <p>Inference Interpreting Evidence</p> <p>Essential Reading - Consolidation</p> <p>"Death of King Harold- Great Tales from English History – Robert Lacey</p>	<p>Summative Assessment (SA)</p> <p>TRANSITION ASSESSMENT on Sutton Hoo</p> <p>Formative Assessment (FA) includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	<p>In the Year 7 scheme of learning essential knowledge is followed by lessons requiring students to BIAT.</p> <p>Sutton Hoo builds upon pre-1066 work addressed at KS2. It ensures breadth of coverage as per the national curriculum. This study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066, by looking at Anglo-Saxon culture during after the arrival of the Romans. It challenges the myth of the "dark ages" by allowing students to discover the complexity of Anglo-Saxon culture, religion, trade and technology. This links to future</p>

<p>HT2</p>	<p>Students study a unit of work focusing on:</p> <ul style="list-style-type: none"> • Why were the Normans such successful conquerors? • Was the Norman Conquest really so significant? 	<p><u>National Curriculum</u></p> <p>These units cover the non-statutory: development of Church, state and society in Medieval Britain 1066-1509</p> <ul style="list-style-type: none"> - The Norman Conquest 	<p>Substantive Concepts</p> <p><i>Absolute Monarchy</i> <i>Hierarchy</i> <i>Feudal System</i> <i>Empire</i> <i>Terror</i> <i>Famine</i></p> <p>Skill</p> <p><i>Causation</i> <i>Change and Continuity</i> <i>Significance</i></p> <p>Essential Reading - Consolidation</p> <p>“Hereward the Wake” Great Tales from English History – Robert Lacey</p>	<p><u>SA</u></p> <p>KNOWLEDGE ORGANISER TEST on ‘Why did William win the Battle of Hastings?’</p> <p>SA - KNOWLEDGE ORGANISER TEST on ‘How did William secure his throne?’</p> <p>SA - Causation Essay –Was William’s victory at the Battle of Hastings inevitable?</p> <p>FA- includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	<p>learning when covering the migrants groups that arrive in Britain before 1066, e.g. Romans, Anglo-Saxons, Celts and Vikings. This transition unit allows us to measure student’s reading comprehension, ability to interpret evidence and reach substantiated judgements using appropriate and well-selected evidence.</p> <p>It builds upon work local primary schools have completed in Year 3 and Year 4 on Anglo-Saxons.</p> <p>It is impossible to understand English history without studying the Battle of Hastings and its aftermath – the last full scale foreign invasion of England. William the Conqueror, as an absolute monarch, acts as a useful comparison to later Kings and Queens and the development of Parliament and democracy – e.g. Charles I, interregnum etc. Examining the Normans as conquerors allows us to introduce the concept of Empire. (eg. Angevin Empire)</p>
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<p>HT3</p>	<p>Students study a unit of work focusing on:</p> <ul style="list-style-type: none"> • Was life miserable for everyone in the Middle Ages? • What was the Mali Empire and how does it compare to Medieval England? • Who was the most successful ruler Mansa Musa or Edward I? 	<p>National Curriculum These units cover the non-statutory: development of Church, state and society in Medieval Britain 1066-1509</p> <ul style="list-style-type: none"> -the Black Death and its social and economic impact -the Peasants' Revolt 	<p>Substantive Concepts Manor System Peasantry Serfdom/Villeins Justice Deterrence Empire Expansionism Pilgrimage Civilisation</p> <p>Skill Cause Consequence Similarity/Difference</p> <p>Essential Reading – Consolidation Mansa Musa or Breadth - “Joan of Arc” Great Tales from English History – Robert Lacey</p>	<p>SA - KNOWLEDGE ORGANISER TEST on Life in Medieval England.</p> <p>SA - Essay – Did Life improve after the Black Death?</p> <p>FA - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	<p>To increase diversity into the curriculum we have recently added a small unit on Medieval Mali and Mansa Musa and compare this Medieval England and Edward I. This knowledge on Medieval Mali will be a useful reference pointing when examining the slave trade in Year 8.</p> <p>We also examine “what makes a successful monarch” by examining the failings of King John and the creation of the Magna Carta. This assessment of “Kingship” qualities/criteria is later transferred to future learning through Mary I and Elizabeth I. King John unit also acts as a vehicle for development of source analysis.</p>
<p>HT4</p>	<ul style="list-style-type: none"> • What made a successful Medieval Monarch? • Who won the Crusades? 	<p>National Curriculum These units cover the non-statutory: development of Church, state and society in Medieval Britain 1066-1509</p> <ul style="list-style-type: none"> -Magna Carta and the emergence of Parliament - Christendom, the importance of religion and the Crusades 	<p>Substantive Concepts: Concept of Kingship. Holy War/Crusades Absolute Monarchy Rebellion Barons Role of Monasteries</p> <p>Skill Source Analysis</p>	<p>SA - KNOWLEDGE ORGANISER TEST on What made a successful Medieval Monarch?</p> <p>SA - Source Analysis on King John</p> <p>FA - includes using daily reviews, weekly reviews</p>	<p>After Easter term, we then start units which cover the non-</p>

			<p>Essential Reading – Depth - “Stephen and Matilda” Great Tales from English History – Robert Lacey</p>	<p>to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	<p>statutory Church, State and Society sections 1509-1745. of the National Curriculum. This unit builds upon study of absolute monarchy under William I. It is difficult for students to have any meaningful understanding of the changes that took place in England under the Tudor, Stuarts and Cromwell without understanding the implications of Martin Luther, Protestantism and the English reformation and break from Rome. This links to future study in Year 8 and Year 10 in the Crime and Punishment and Elizabeth British study at GCSE.</p>
<p>HT5</p>	<ul style="list-style-type: none"> Why did the ideas of Martin Luther ‘go viral’ and what were the consequences for England? 	<p>These units cover the non-statutory Church, State and Society sections 1509-1745. of the National Curriculum.</p> <ul style="list-style-type: none"> the English Reformation and Counter-Reformation (Henry VIII to Mary I) Reformation in Europe and Martin Luther. 	<p>Substantive Concepts: Heresy Heretic Monasteries Papacy/Pope Protestantism Catholicism</p> <p>Skill Source Analysis</p> <p>Essential Reading – Depth - “William Caxton” Great Tales from English History – Robert Lacey</p> <p>Or Depth “Let there be light” William Tyndale and the English Bible - Robert Lacey.</p>	<p>SA - KNOWLEDGE ORGANISER TEST - Reformation.</p> <p>SA – End of Year Exam – Cumulative Assessment.</p> <p>FA -includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	

<p>HT6</p>	<ul style="list-style-type: none"> • Early Tudor Monarchs - Was it better to be loved or feared? • Was Mary, Bloody? 	<p>These units cover the non-statutory Church, State and Society sections 1509-1745. of the National Curriculum.</p> <ul style="list-style-type: none"> - the English Reformation and Counter-Reformation (Henry VIII to Mary I) <p>Reformation in Europe and Martin Luther.</p>	<p>Substantive Concepts: <i>Absolute Monarchy</i> Heresy Deterrence Machiavellianism</p> <p>Skill Essay Writing</p> <p>Essential Reading - Depth - “Bloody Mary and the Fires of Smithfields” Great Tales from English History – Robert Lacey</p>	<p>SA - Essay – Did Mary deserve the title: “Bloody Mary?”</p> <p>FA - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	
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