

# History



## Year 7 Curriculum Map



## Year 7 – Autumn Term

### What is History?

### Roman Society & Migration

#### Prior Learning

In key stage 2, pupils should have an understanding of ancient civilisations, the expansion and dissolution of empires, features of non-European Empires and the achievements of mankind. They should have knowledge of the following concepts: ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.

They should have an understanding of historical concepts, such as change and continuity, cause and consequence and significance. They should then be able to build on this to create their own judgements.

Pupils at key stage 2 have had a diverse and inconsistent key stage 2 History provision. Some pupils have had a wide range of history lessons at key stage 2, whereas pupils from other feeder primary schools have had limited opportunities to explore history and may have only completed a few isolated history projects in years 5 and 6. Our transition days and induction curriculum will provide pupils with an overview of the skills, vocabulary and second order concepts pupils will use as historians at Fisher More, and provide pupils with an overview of their learning journey through key stage 3 and key stage 4.

#### What will I learn?

In the autumn term, pupils will be getting a feel for History and the expectations of them at secondary level.

- **‘What is History’:** This will cover the basic knowledge needed to continue through key stage 3. Within this unit, pupils will briefly cover key historical skills such as source analysis, chronology and identifying centuries before putting this into practice looking at a case study on the Tollund Man.
- **Roman Society:** Pupils will look at Roman society and how their societal structures are still in use today. Pupils will look at case studies on Roman expansion in Britain and how this affected life here. They will look at different sources to discover how the Romans impacted upon life in England and the ways in which soldiers in the armies were treated and obtained.
- **Medieval Migration:** This topic will look at how different groups of people migrated and settled in Britain and how their settlement impacted upon the people in Britain. Specifically, pupils will look at the Romans, Anglo-Saxons and Vikings. This will build on pupils’ knowledge on chronology, and also on their understanding of change and continuity. Here, there will also be a local study on the Caster cliff Anglo-Saxon remains outside the school, focussing on why people may have settled there and the lifestyle they would have had.

First order concepts	Second order concepts
<ul style="list-style-type: none"> <li>• Conquest</li> <li>• The Church</li> <li>• Monarchy</li> <li>• Imperialism</li> <li>• Colonisation</li> <li>• Civilisation</li> <li>• Migration</li> </ul>	<ul style="list-style-type: none"> <li>• Similarity</li> <li>• Difference</li> <li>• Change</li> <li>• Continuity</li> <li>• Cause</li> <li>• Consequence</li> </ul>

#### How will I be assessed?

- Pupils will be assessed in the following ways:
- A baseline assessment at the end of the ‘What is History’ unit
  - Questioning and AfL within the lesson.
  - Written work in their books once per unit.
  - A knowledge test at the end of the unit
  - An AoL assessment covering the Romans and Medieval Migration at the end of the Autumn term.

#### Next Steps

Pupils will be moving on to exploring in more detail medieval life and the impact the Norman Conquest had on England, and how society, power and parliament were affected during the late Middle Ages. This topic will be a chance for pupils to study in depth the ways that our own

	lifestyle has been impacted by events 1000 years ago. This includes looking at the Magna Carta, the formation of parliament and the Peasants revolt. There could also be the opportunity for a local study when looking at the Harrying of the North and the impact that had to local communities around us.
<b>Opportunities for Independent Learning</b>	There are opportunities for independent study when looking at Roman Society. Examples could be a research task on Boadicea and her life as a prominent Roman Woman. A 'Meanwhile Elsewhere' task on ancient Egypt and the final stages of their golden age, and a project looking at an ancient civilisation of their choice, to compare to the way that the Romans led theirs.
<b>Personal Development and CEIAG</b>	<p>PSHCE links with Diversity:</p> <ul style="list-style-type: none"> <li>• About identity, rights and responsibilities</li> <li>• About living in a diverse society</li> <li>• How to challenge prejudice, stereotypes and discrimination</li> </ul> <p>SMSC links:</p> <ul style="list-style-type: none"> <li>• Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;</li> <li>• Encourage respect for other people.</li> </ul> <p>British Values</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• The rule of law</li> <li>• Mutual respect</li> <li>• Tolerance those of different faiths (including none), cultures and beliefs</li> </ul> <p>Possible Careers links with Law, Politics, Data Analyst, Archaeology and History Teacher</p>
<b>Enrichment Opportunities (Cultural Capital)</b>	<ul style="list-style-type: none"> <li>• Anglo-Saxon ruin at the top of the hill outside school. - Castercliff</li> <li>• York – Jorvik Viking Centre <a href="https://www.jorvikthing.com">360-degree virtual tour - That Jorvik Viking Thing (jorvikthing.com)</a></li> <li>• Hadrian's Wall: The Roman built defense against the wild northlands in Scotland <a href="https://www.youtube.com/watch?v=...">What Is Hadrian's Wall? - YouTube</a></li> <li>• Ribchester Roman Museum: <a href="http://www.ribchestermuseum.org">Ribchester Roman Museum - Ribchester Roman Museum (ribchestermuseum.org)</a></li> </ul>

	<h2>Year 7 – Spring Term</h2> <h3>The Norman Conquest &amp; Power in the Middle Ages</h3>
<b>Prior Learning</b>	<p>Pupils have been developing skills needed for History such as what sources are, how to work out centuries and also how events fit into chronological order.</p> <p>They have been developing their source analysis skills by working out how to describe sources in relation to a question and providing evidence to support their comments.</p> <p>Pupils have been looking at the impact different groups of migrants had on England, and the local area specifically through the Vikings.</p> <p>Pupils have also been developing their ability to look at change and continuity, similarity and difference in detail through the changing groups of people living within Britain during the early Medieval Period. They have been examining the ways that lives changed and stayed the same between the different societies.</p>
<b>What will I learn?</b>	<p>In the spring term, pupils will be developing their understanding of the Medieval period by looking in depth at the Norman conquest and medieval society.</p> <ul style="list-style-type: none"> <li>• <b>The Norman Conquest:</b> This unit will look in depth at the cause, events and consequences of the Norman Conquest. Pupils will get a feel for how the change in power and authority impacted upon England, specifically with the Harrying of the North on Yorkshire and Burnley. Pupils will be able to see how the migration they looked at in Autumn also had an impact in this event with the Vikings laying claim to the English throne.</li> <li>• <b>Power in the Middle Ages:</b> This unit will look at the different levels of society, evaluating what their lives were like and the type of power they had. It will go through a series of case</li> </ul>

	<p>studies on how the relationships between Peasants, nobles, the church and king have changed, and how power dynamics shifted towards the late Middle Ages.</p> <table border="1" data-bbox="572 168 1310 577"> <thead> <tr> <th data-bbox="577 174 967 203">First order concepts</th> <th data-bbox="967 174 1305 203">Second order concepts</th> </tr> </thead> <tbody> <tr> <td data-bbox="577 203 967 571"> <ul style="list-style-type: none"> <li>• Conquest</li> <li>• The Church</li> <li>• Monarchy</li> <li>• Parliament</li> <li>• Democracy</li> <li>• Rebellion</li> <li>• War</li> <li>• Social Class</li> <li>• Opposition</li> <li>• Civilisation</li> </ul> </td> <td data-bbox="967 203 1305 571"> <ul style="list-style-type: none"> <li>• Similarity</li> <li>• Difference</li> <li>• Change</li> <li>• Continuity</li> <li>• Cause</li> <li>• Consequence</li> </ul> </td> </tr> </tbody> </table>	First order concepts	Second order concepts	<ul style="list-style-type: none"> <li>• Conquest</li> <li>• The Church</li> <li>• Monarchy</li> <li>• Parliament</li> <li>• Democracy</li> <li>• Rebellion</li> <li>• War</li> <li>• Social Class</li> <li>• Opposition</li> <li>• Civilisation</li> </ul>	<ul style="list-style-type: none"> <li>• Similarity</li> <li>• Difference</li> <li>• Change</li> <li>• Continuity</li> <li>• Cause</li> <li>• Consequence</li> </ul>
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<p><b>How will I be assessed?</b></p>	<p>Pupils will be assessed in the following ways:</p> <ul style="list-style-type: none"> <li>• Questioning and AfL within the lesson.</li> <li>• Written work in their books once per unit.</li> <li>• A knowledge test at the end of the individual units</li> <li>• An AoL assessment covering the Norman Invasion and Power in the Middle Ages.</li> </ul>				
<p><b>Next Steps</b></p>	<p>Pupils will be moving on to looking at the Renaissance, in particular the Tudors and Stuarts. They will continue to look at the core secondary concepts such as change and continuity, similarity and difference, and cause and consequence. Further to this, they will begin to develop their source and interpretation ability in more detail, beginning to build on the descriptive technique to explaining why the source could be useful to them in their investigation. Pupils will start to uncover more about the life of people around the Renaissance, including the effects of the War of the Roses and the Witch Trials, including a local study on the Pendle Witches.</p>				
<p><b>Opportunities for Independent Learning</b></p>	<p><b>Meanwhile Elsewhere:</b> looking at the Islamic Empire, how it started, what was different and why it is a significant aspect of History.</p> <p><b>Historical Article Review:</b> The Crusades. Looking at Richard the Lionheart and how his efforts in the Crusades have been remembered. Pupils will be given the opportunity to come to a conclusion on whether they think he deserves his nickname.</p> <p><b>Guided Reading:</b> Medieval Queens, much of medieval history is dedicated to the men who rule, however there are leading ladies behind them. This will give pupils the opportunity to learn more about the role of the queens in medieval society.</p>				
<p><b>Personal Development and CEIAG</b></p>	<p>PSHCE links with Diversity:</p> <ul style="list-style-type: none"> <li>• About equality of opportunity in life and work</li> <li>• How to challenge stereotypes and discrimination in relation to work and pay</li> <li>• About employment, self-employment and voluntary work</li> </ul> <p>SMSC links:</p> <ul style="list-style-type: none"> <li>• Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.</li> <li>• Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</li> </ul> <p>British Values</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• The rule of law</li> <li>• Mutual respect</li> <li>• Tolerance those of different faiths (including none), cultures and beliefs</li> </ul> <p>Possible Careers links with Law, Politics, Data Analyst, Archaeology and History Teacher</p>				
<p><b>Enrichment Opportunities (Cultural Capital)</b></p>	<ul style="list-style-type: none"> <li>• York – Harrying of the North: <a href="#">Life after the Norman Conquest   The Story of Britain   BBC Teach - YouTube</a></li> <li>• Stamford Bridge Battle Site – York: <a href="#">1066: The Battle of Stamford Bridge (3/6)   History - The Norman Conquest - YouTube</a></li> <li>• Kenilworth Castle: <a href="#">Kenilworth Castle with Dan Snow - YouTube</a></li> <li>• Warwick Castle: <a href="#">Warwick Castle – HistoryView</a></li> </ul>				



## Year 7 – Summer Term

### The Tudors & The Stuarts

#### Prior Learning

Pupils have continued to develop skills needed for History such as what sources are, why people have different opinions on events and how they come to their conclusions. They have been developing their source analysis skills by beginning to look at how sources can be useful to us, and why certain sources are more useful than others.

Pupils have been looking at the impact the power struggles in the Middle Ages had on England, and the ways this affected all areas of medieval society.

Pupils have also been developing their ability to look at change and continuity, similarity and difference in detail through the changing groups of people living within Britain during the late Medieval Period. They have been looking at the shifting of power within the Middle Ages and how the relationship between, kings, nobles and the people have changed and stayed the same.

#### What will I learn?

In the summer term, pupils will be developing their understanding of the Medieval period by looking in depth at the Norman conquest and medieval society.

- **The Tudors:** In this unit, pupils will explore the beginning of the Tudor dynasty in England with Henry VII's accession to the English throne in 1485. Pupils will then investigate some of the key developments during Henry VIII's reign, with a particular focus on the religious issues associated with the second Tudor monarch and how Henry VIII dealt with his marital problems. It will also make connections to the Reformation in Europe that was also happening during this period. Pupils will go on to explore the reigns of the other Tudor monarchs; Edward VI and Bloody Mary in lessons. Through this unit, pupils will be able to chart the Tudor dynasty from its accession to its ending.
- **The Stuarts:** In this unit, pupils will be exploring how the change in ruling family – the Tudors to the Stuarts – impacted on England. There will be a particular focus on the events of the Civil War and how that led to an eleven-year period with no monarchy. Pupils will then look at life in Stuart England, and how the Puritan ideas led to a fear of witches. There will be an opportunity here to look in detail at the Pendle Witch Trials as a local study. This unit will end with the restoration, and the type of King Charles II was.

First order concepts	Second order concepts
<ul style="list-style-type: none"> <li>• Similarity</li> <li>• Difference</li> <li>• Change</li> <li>• Continuity</li> <li>• Cause</li> <li>• Consequence</li> <li>• Revolt</li> </ul>	<ul style="list-style-type: none"> <li>• Rebellion</li> <li>• War</li> <li>• Social Class</li> <li>• Opposition</li> <li>• Civilisation</li> <li>• Republic</li> </ul>

#### How will I be assessed?

- Pupils will be assessed in the following ways:
- Questioning and AfL within the lesson.
  - Written work in their books once per unit.
  - A knowledge test at the end of the individual units
  - An AoL assessment covering the Norman Invasion and Power in the Middle Ages.

#### Next Steps

Pupils will be moving on to looking at Empire and Exploration, which will begin to be covered in the Stuart time period. They will begin to look at interpretations of events, and why some people have developed differences of opinions on the same topic. They will develop their ability to compare and contrast in more detail as they will look at two different Empires from different areas of the world. Pupils will further develop ideas on democracy, parliament and social classes at the end of Year 8 when they come to focus on the Industrial Revolution and life for the different classes in an ever-changing Britain.

<p><b>Opportunities for Independent Learning</b></p>	<p><b>Meanwhile Elsewhere:</b> Spanish Conquest of the Incas. Pupils will look at the Incan society and how the Spanish invasion led to their demise. This will give pupils the opportunity to see what they can learn about their life from Machu Picchu in Peru</p> <p><b>Historical Article Review:</b> The Gunpowder Plot. Pupils will be given an article on the Gunpowder plot, and asked whether or not it was a set up. They will again be drawing their own conclusion on the History Mystery.</p> <p><b>Guided Reading:</b> The Great Fire of London. Looking at the local heroes in London who helped to deal with this fire, and the impact it had on.</p>
<p><b>Personal Development and CEIAG</b></p>	<p>PSHCE links with Diversity:</p> <ul style="list-style-type: none"> <li>• How to manage influences on beliefs and decisions about group think and persuasion</li> <li>• How to recognise and challenge racism and religious discrimination</li> </ul> <p>SMSC links:</p> <ul style="list-style-type: none"> <li>• Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;</li> <li>• Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England</li> </ul> <p>British Values</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• The rule of law</li> <li>• Mutual respect</li> <li>• Tolerance those of different faiths (including none), cultures and beliefs</li> </ul> <p>Possible Careers links with Law, Politics, Data Analyst, Archaeology and History Teacher</p>
<p><b>Enrichment Opportunities (Cultural Capital)</b></p>	<ul style="list-style-type: none"> <li>• Lancaster Castle: The Pendle Witch Trials: <a href="#">Lancaster Castle and Northern English History: The View from the Stronghold – YouTube</a></li> <li>• Towneley Hall: Royalist stronghold in the North: <a href="#">Virtual Tours - Towneley</a></li> <li>• Houghton Tower – Tudor house: <a href="#">Houghton Hall – Welcome to Houghton Hall – Official Website</a></li> <li>• Pendle Heritage Centre – Barrowford: <a href="#">Pendle Heritage Centre – Welcome to Pendle Heritage</a></li> </ul>