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| **Year 7 CURRICULUM MAP : History** | | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Unit Length** | **2 topics covered in the Autumn Term** | **2 topics covered in the spring term** | **One depth study topic** |
| **Assessment Objectives** | **AO1** Demonstrate Knowledge and understanding (25%)  **AO2**Explain and Analyse events (25%)  **AO3**Analyse and evaluate using sources (25%)  **AO4**Analyse and Evaluate using interpretations (25%) | **AO1** Demonstrate Knowledge and understanding (25%)  **AO2**Explain and Analyse events (25%)  **AO3**Analyse and evaluate using sources (25%)  **AO4**Analyse and Evaluate using interpretations (25%) | **AO1** Demonstrate Knowledge and understanding (25%)  **AO2**Explain and Analyse events (25%)  **AO3**Analyse and evaluate using sources (25%)  **AO4**Analyse and Evaluate using interpretations (25%) |
| **Description of the Topic and Key Learning Outcomes** | **Unit One - 1066 the year of Crisis, Battle of Hastings and William’s consolidation of power.**   1. Why was 1066 a crisis and who are the contenders to the throne? 2. What happened at Stamford Bridge? 3. Who was more prepared for the Battle of Hastings and the Events of the Battle of itself? 4. A written account on why William Won the Battle of Hastings. 5. How does William complete his conquest across England and establish control.   **Unit Two – Life in the Middle Ages**   1. What were towns and cities like in the Middle Ages 2. What was the role of the church in the Middle Ages 3. Who would treat you in the Middle Ages   **Meanwhile elsewhere – life in the Islamic Empire and Baghdad.** | **Unit One - Medieval Monarchs**  Who were the key monarchs and how did they exert their influence and power? Students will look at a range of Monarchs – Henry II, Eleanor of Aquitaine and Mansa Musa.  **Unit two – Depth Study on the Black Death.**   1. What did people believe made them ill from the black death 2. What treatments did people use for the black death 3. What was the impact of the black death and the significance of this event? 4. Assessment   **Meanwhile elsewhere – Ming Dynasty** | **Unit One – War of the Roses and the Tudors**   1. What are the wars of the Roses? 2. What was the outcome of the Wars of the Roses? 3. Who were the key monarchs? 4. What was the importance of Religion? 5. What problems did Henry VIII have? 6. The impact of the dissolution of the monasteries in England and wider. 7. Why was it difficult to be a female ruler? 8. How did Elizabeth create a Golden Age across England?   The impact of the theatre, trade, and exploration at the time of the Renaissance. Link to Empire and the slave trade. |
| **Milestone Assessments** | **One assessed essay question and TWO Knowledge Audit.** | **One assessed essay question and end of Module Knowledge Audit** | **End of Year Assessment** |
| **CEIAG** | Careers links this term will focus on developing understanding of the cultures and environments that we live in and the customs that have come to be in place from 1066. Minor careers link to the development of medicine from the Middle Ages until modern day. There will also be a focus on developing key skills: logic skills and strengths and weaknesses of evidence. | Careers links this term will focus on understanding different religions and the impact of the church on people’s lives. The emphasis on skills will continue: Using evidence, interpretation evidence and making judgements across time.  Link to medicine | Careers links to the Royal Navy/Maritime. |
| **RRSA** | Article 14: Freedom of thought, belief and religion  Article 24: Health and the Health services  Article 28: Right to education | Article 14: Freedom of thought, belief and religion  Article 28: Right to education  Article 29: Goals of education  Article 27: Adequate standard of living | Article 28: Right to education  Article 29: Goals of education  Article 32: Child Labour |
| **Wider Curriculum Links** | English: Introduction to the Feudal system and hierarchy across England until the Renaissance  RE: Inhumane treatment of Individuals  Enrichment: Understanding advancements of culture and religion  Geography: Various Empires across the world. | RE: Impact of religious thought and beliefs/celebrations | English: Renaissance influence from Italy in England – Merchant of Venice.  The rise of Shakespeare and the support for the theatre.  Drama: Shakespearean study/ beginning of the modern theatre. |
| **Literacy Programme** | * PEEL structure * WOW Words * Decode it NOW – epidemic/miasma * Historical words for GCSE * Guided practice/model answers * Sentence Starters * Creative Writing. | * Structure strips for GCSE style questions * Essay writing * WOW words * Decode it now * Historical words for GCSE * Sentence Starters | * PEEL structure * WOW Words * Decode it NOW – epidemic/miasma * Historical words for GCSE * Guided practice/model answers * Sentence Starters * Creative Writing. |
| **Useful websites/videos** | Dan Snow: Battle of Hastings documentary Elizabeth I film BBC Teach  Dan Snow: Filthy Cities documentary BBC teach  BBC Teach Class Clips | | |
| **Wider Reading** | Read the news of articles on Modern Medicine. | Read extracts from the Black Death. | Watch Elizabeth I: The golden Age the film.  Read extracts on Tudors.  Research Elizabeth I. |
| **Independent Learning Tasks** | Mind-map revision homework  Retrieval practice homework  Knowledge Organiser practice Questions. | Mind-map revision homework  Retrieval practice homework  Knowledge Organiser practice Questions. | Mind-map revision homework  Retrieval practice homework  Knowledge Organiser practice Questions. |