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| **Year 7 CURRICULUM MAP : History 2022-2023** |
|  | **Autumn** | **Spring** | **Summer** |
| **Unit Length** | **2 topics covered in the Autumn Term** | **2 topics covered in the Autumn Term**  | **2 topics covered in the summer term** |
| **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.

Intentional monitoring of content of BOH.1. A written account on why William Won the Battle of Hastings.

Assessment 1: William and the Battle of Hastings1. How does William complete his conquest across England and establish control?

**Unit Two – Life in the Middle Ages** 1. What does a medieval town look like?
2. Why were the Middle Ages so smelly?
3. What did people believe made them ill?

Intentional monitoring task – What did people believe made them ill. Causes and cures of illness1. The position of women
2. Entertainment in the Middle Ages

Assessment 2: Life in the Middle Ages  |  **Unit Three - The Black Death – Depth Study** 1. What is an epidemic and how did the Black Death spread?
2. Causes, Cures and impact of the Death.

Intentional monitoring Source skills lesson Assessment 3: The Black Death **Unit Four - Medieval Monarchs** 1. The role of the King and Church
2. Murder of Thomas Becket
3. Richard the Lionheart
4. King John and Magna Carta
5. Peasants Revolt
6. Simon de Montfort and Parliament

Assessment 4: Medieval Monarchs  |  **Unit Five – War of the Roses** 1. Introduction to the Houses
2. Henry Vs Edward
3. Princes in the Tower
4. Battle of Bosworth

**Unit Six - What was Lifelike in Tudor England?** 1. Who were the key monarchs?
2. What was the importance of Religion?
3. What problems did Henry VIII have?
4. The impact of the dissolution of the monasteries in England and wider.
5. Why was it difficult to be a female ruler.
6. How did Elizabeth create a Golden Age across England?

The impact of the theatre, trade, and exploration at the time of the RenaissanceAssessment 5: End of Year Assessment  |
| **Milestone Assessments** | ATLP Assessments in Year 7 Intentional Monitoring task x 2 | Two Assessments ONE ATLP Intentional Monitoring Task | **ATLP 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.  | Careers links this term will focus on the ideas of trade and exploration. Some links can be made to the Royal Navy and the legacy of the Armada. There will be a focus on developing skills as per unit 2.  |
| **RRSA** |  Article 27:Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this | Article 27:Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this | Article 14: Freedom of thought, belief and religion |
| **Wider Curriculum Links** | English: Introduction to the Feudal system and hierarchy across England until the Renaissance |  Science: Link to disease and modern treatments for epidemics such as Ebola. RE: Inhumane treatment of Individuals | 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. RE: Impact of religious thought and beliefs/celebrations |
| **Literacy Programme**  | * PEEL structure
* WOW Words
* Decode it NOW
* Guided practice/model answers
* Sentence Starters
* Creative Writing.
* READ WITH ME
 | * Essay writing
* WOW words
* Decode it now
* Sentence Starters
* Dart/Reading/literacy
* READ WITH ME
 | * PEEL structure
* WOW Words
* Guided practice/model answers
* Sentence Starters
* Creative Writing.
* DARTS/READ WITH ME
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| **Useful websites/videos**  | Dan Snow: Battle of Hastings documentary BBC Teach Dan Snow: Filthy Cities documentary BBC teach Dan Jones: Bloody Crown BBC Teach Class Clips |
| **Wider Reading** | Read the news of articles on Modern Medicine.  | Time Travellers guide to the Middle Ages  |  Time Travellers guide to Tudor England |
| **Independent Learning Tasks** | Mind-map revision homeworkRetrieval practice homework Knowledge Organiser practice Questions.  | Mind-map revision homeworkRetrieval practice homework Knowledge Organiser practice Questions. | Mind-map revision homeworkRetrieval practice homework Knowledge Organiser practice Questions. |