

SUBJECT NAME HISTORY



ALDER
Community High School

YEAR GROUP 7

Autumn Term 1	Topic/Big Question	
	What impact did invaders and settlers have on Britain from AD43-1066?	
	CEIAG Curriculum learning linked to careers Archaeologist, Historian, Museum Curator, Museum education officer, Heritage Manager, Linguist, Writer, Journalist, Researcher, Conservation officer, Genealogist, Local historian, Planning officer, Education officer, Tour guide.	
	SMSC Spiritual: Students explore the beliefs, religions and values of Romans, Anglo-Saxons, Vikings. They consider how faith influenced people's lives, traditions and understanding of the world. Moral: The topic raises questions about conflict, power, leadership, justice and responsibility. Students consider the impact of invasion and settlement on different communities and debate the choices made by leaders and individuals. Social: Students examine how migration and settlement changed communities, social structures and ways of life. They explore how different groups interacted, adapted and sometimes came into conflict. Cultural: This is a particularly strong area. Students explore how Roman, Anglo-Saxon, Viking influences contributed to Britain's language, place names, architecture, laws, traditions and cultural identity. Overall SMSC impact: The topic helps students appreciate Britain's diverse cultural heritage, understand different beliefs and perspectives, develop empathy for people affected by migration and conflict, and recognise how societies change through cultural interaction.	
	Composites - Know what impact the invaders and settlers had on Britain from AD43-1066? - Roman invasion – why and when did the Romans invade? (natural resources, power, economic), the invasion, impact (Life in Britain), why did they leave. - Overall impact of the Roman invasion - Know who the Anglo-Saxon's were and about their settlement in Britain – why and when they invaded and settled? (push and pull factors and impact of their settlement on Britain. - Know who the Viking's were – why and when they invaded and impact of their invasion.	Key Vocabulary Empire Invasion Anglo-Saxon



	Assessment 1. Written assessment answering the question ‘What was the impact of the Roman invasion on Britain?’ 2. Keywords assessment 3. Chronology task 4. Written extended writing tasks answering the big question ‘What impact did the invaders and settlers have on Britain from Ad43-1066.’	ILS Complete extended writing tasks summarising the invasion of the three groups. Revision
	How to help at home Use ILS strategies to ask questions on what they have studied in lesson. Check retrieval of the knowledge using the knowledge organisers. Ensure revision is completed on the retrieval grids. Use the web links to support with wider understanding	Wider reading The Romans - KS3 History - BBC Bitesize Life in the Roman Empire - KS3 History - BBC Bitesize What was life like in Anglo-Saxon England? - The Anglo Saxons - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize BBC Bitesize
Autumn 2	Topic/Big Question Why was 1066 significant?	
	CEIAG Curriculum learning linked to careers Archaeologist, Historian, Museum Curator, Museum education officer, Heritage Manager, Linguist, Writer, Journalist, Researcher, Conservation officer, Genealogist, Local historian, Planning officer, Education officer, Tour guide.	
	SMSC Spiritual: Students explore the importance of faith, religious belief and ideas about divine authority in medieval society. They can consider how religion influenced people's understanding of kingship and leadership. Moral: The events of 1066 raise questions about legitimacy, loyalty, leadership and the use of force. Students can consider different claims to the English throne and the consequences of the choices made by key individuals. Social: Students examine how the Norman Conquest affected different groups within society, including the English population, Norman rulers and the aristocracy. They can explore changes to social hierarchy, land ownership and power. Cultural: Students investigate the cultural changes following the Norman Conquest, including language, architecture, art, law and customs. This helps students understand how cultures can influence and reshape one another. Overall SMSC impact: The topic encourages students to understand different perspectives, consider questions of power and legitimacy, appreciate Britain's cultural heritage and recognise how major historical events can transform societies and identities.	
	Composites	Key Vocabulary



	- Know that Edward the Confessor was the last Anglo-Saxon king of England and his death led to a struggle for the English throne. - Know that there were multiple claimants to the English throne following Edward's death. - Know the significance of the death of Edward the Confessor. - Know that Harold Godwinson was crowned King of England. - Know the key events and consequences of the Battle of Stamford Bridge. - Know the significance of the Battle of Stamford Bridge. - Know the key events and consequences of the Battle of Hastings. - Know the significance of the Battle of Hastings.	Succession Claimant Significant Battle
	Assessment 1. Extended writing task answering the big question 'Why was 1066 significant'	Homework /ILS Complete extended writing tasks summarising the three key events; the death of Edward the Confessor, the battle of Stamford Bridge and the Battle of Hastings. Revision
	How to help at home Use ILS strategies to ask questions on what they have studied in lesson. Check retrieval of the knowledge using the knowledge organisers. Ensure revision is completed on the retrieval grids. Use the web links to support with wider understanding	Wider reading Claimants to the throne - The Norman Conquest - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize The Battle of Hastings - Norman Conquest - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize
Autumn 2 and Spring 1	Topic/Big Question How did William of Normandy consolidate his power in England?	
	CEIAG Curriculum learning linked to careers Archaeologist, Historian, Museum Curator, Museum education officer, Heritage Manager, Linguist, Writer, Journalist, Researcher, Conservation officer, Genealogist, Local historian, Planning officer, Education officer, Tour guide.	
	SMSC Spiritual: Students explore the importance of religion, faith and divine authority in Norman England. They consider how William used religious ideas and the Church to support his authority.	



	Moral: The topic raises questions about power, justice, loyalty, resistance and the use of force. Students consider the consequences of William's actions and debate the responsibilities of those in positions of power. Social: Students examine how William's rule affected different groups within society, including the English population, Norman nobles and the Church. The study of the Harrying of the North can encourage discussion about the impact of political decisions on ordinary people. Cultural: Students explore how the Norman Conquest changed language, architecture, land ownership, laws and traditions. Castles and churches provide opportunities to understand the lasting influence of Norman culture on Britain. Overall SMSC impact: The topic encourages students to critically examine the use of power, understand different perspectives, appreciate cultural change and consider the responsibilities of leaders and the impact of their decisions on society.	
	Composites • Know that castles were a key tool used by William to consolidate his power. • Know the key defensive and offensive features of castles • Know that the feudal system was introduced by William as a hierarchical structure to manage land, ensure loyalty, and maintain order across England. • Know that the Domesday Book was a comprehensive survey commissioned by William in 1085 to record land ownership, resources, and population across England. • Know that William of Normandy implemented a strict and often harsh system of crime and punishment to maintain control over England and ensure loyalty to his rule. • Know that the new legal system included severe punishments for crimes to deter rebellion and maintain order among the Anglo-Saxon population. • Know that local lords and officials were given significant responsibility for enforcing these laws and administering justice, further embedding Norman control throughout the country.	Key Vocabulary Consolidate Rebellion Feudal System
	Assessment 1. Keywords assessment 2. Knowledge test 3. Written extended writing tasks answering the big question 'How did William of Normandy consolidate his power in England.'	Homework /ILS Complete extended writing tasks summarising the key events; the building of castles, the Harrying of the North, the Feudal system and changes to crime and punishment. Revision.
	How to help at home Use ILS strategies to ask questions on what they have studied in lesson.	Wider reading William's control of England - KS3 History - BBC Bitesize



	Check retrieval of the knowledge using the knowledge organisers. Ensure revision is completed on the retrieval grids. Use the web links to support with wider understanding	
Spring 1 and Spring 2	Topic/Big Question Were challenges to the King's power successful in the Medieval era?	
	CEIAG Curriculum learning linked to careers Archaeologist, Historian, Museum Curator, Museum education officer, Heritage Manager, Linguist, Writer, Journalist, Researcher, Conservation officer, Genealogist, Local historian, Planning officer, Education officer, Tour guide.	
	SMSC Spiritual: Students explore the importance of religion, faith and beliefs about the divine right of kings. They can consider how religious ideas influenced people's views of authority and leadership. Moral: The topic raises questions about justice, fairness, rights and responsibility. Students consider whether people have a moral responsibility to challenge a ruler they believe is acting unfairly, and whether rulers have responsibilities towards their subjects. Social: Students examine social hierarchy, inequality and the relationship between different groups, including kings, nobles, the Church, townspeople and peasants. They can explore how groups worked together to challenge authority. Cultural: Students develop an understanding of medieval customs, traditions, religion and ideas about kingship. Studying documents such as the Magna Carta helps students understand how historical ideas about rights and government developed. Overall SMSC impact: The topic encourages students to question authority constructively, consider fairness and responsibility, understand different perspectives, and appreciate how ideas about rights and the limits of power have developed over time.	
	Composites - Know that the structure of the Medieval Church was hierarchical and played a significant role in Medieval people's lives. - Know that the Church (Thomas Becket) challenged the King's power in 1170. - Know that challenges to the King's power in 1170 were unsuccessful, resulting in the death of an Archbishop. - Know that King John was an unpopular king. - Know that the Magna Carta placed restrictions up the power of King John and gave greater power to the Church and Barons. - Know that the Black Death spread via trading routes across Europe. - Know that the Black Death impacted on England in positive and negative ways.	Key Vocabulary Church Archbishop of Canterbury Martyr Magna Carta Impact Tax Revolt



	- Know that the Black Death was a total disaster for the people of Britain. - Know that the word 'Revolt' means to take violent action against an established government or ruler. - Know that the Black Death, increased taxes and the preaching of John Ball led to the Peasants Revolting against their king. - Know that the peasants violently revolted against the King in 1381.	
	Assessment - Keywords assessment - Chronology task - Written extended writing tasks answering the big question 'Were challenges to the King's power successful in the Medieval era?'	Homework /ILS Complete extended writing tasks summarising the key events of the Church, the death of Thomas Becket, the Magna Carta and the Peasants Revolt. Revision.
	How to help at home Use ILS strategies to ask questions on what they have studied in lesson. Check retrieval of the knowledge using the knowledge organisers. Ensure revision is completed on the retrieval grids. Use the web links to support with wider understanding	Wider reading Medieval society, life and religion - KS3 History - BBC Bitesize Who was Thomas Becket and why did he clash with the king? - Thomas Becket - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize King John and the Magna Carta - The Magna Carta - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize
Summer	Topic/Big Question How significant were the Tudors?	
	CEIAG Curriculum learning linked to careers Archaeologist, Historian, Museum Curator, Museum education officer, Heritage Manager, Linguist, Writer, Journalist, Researcher, Conservation officer, Genealogist, Local historian, Planning officer, Education officer, Tour guide.	
	SMSC Spiritual: Students explore the importance of religion, faith and belief during the Tudor period, including the Reformation and changes between Catholicism and Protestantism. They can consider how religious beliefs shaped people's identities and choices. Moral: The Tudors raise questions about power, justice, loyalty, persecution and responsibility. Students evaluate the actions of Tudor monarchs and consider the consequences of decisions made by those in positions of authority. Social: Students examine social hierarchy, inequality, gender roles and changes in everyday life. They consider how Tudor policies affected different groups within society and how experiences varied according to wealth, status and religion. Cultural: Students explore the Tudor contribution to British cultural heritage, including architecture, literature, art, exploration and changes in religious practice. They consider how Tudor events have shaped modern understandings of British history and identity.	



Overall SMSC impact: The topic encourages students to appreciate cultural heritage, respect different beliefs, consider ethical questions surrounding power and authority, understand diverse experiences and develop the ability to evaluate different historical perspectives.	
Composites - Know the key events of the War of the Roses between the Houses of York and the Lancasters and that it lasted for over 30 years and led to the Tudor reign. - Know that the catholic religion was important to the young Henry VIII and that he disagreed with the first Protestant complaints. - Know that there are differences between the Catholic and the Protestant faiths. - Know that Martin Luther started the Reformation by criticising the Catholic Church and that the Protestant faith spread across Europe. - Know that Henry VIII created the Church of England and made himself the Supreme leader and the significance of these actions for the whole of England. - Know that Edward VI was the successor to Henry VIII and that he continued the reforms on the Church of England. - Know that the reign of Edward VI was significant due to the reforms he made to the Church of England. - Know that Mary I reigned after Edward, and she was Queen for 5 years. - Know that Mary changed the religion back to Catholicism and that people have different interpretations of Mary I. - Know that Tudor England was a diverse society, and that Black people had many roles in Tudor society.	Key Vocabulary Catholic Protestant Pope Significance
Assessment - Vocabulary - Chronology task - Extended writing 'Why did Henry VIII break with Rome?'	Homework /ILS Complete extended writing tasks summarising the key events of the Tudor reign; the war of the Roses, the reign of Henry VIII, the reign of Edward VI and Mary I. Revision.
How to help at home Use ILS strategies to ask questions on what they have studied in lesson. Check retrieval of the knowledge using the knowledge organisers. Ensure revision is completed on the retrieval grids. Use the web links to support with wider understanding	Wider reading