

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge & Skills	<p><u>Key Question:</u> What is History and what travelled along the Silk Roads?</p> <p>Year 7 students are introduced to the fundamental concepts of historical inquiry. The "What is History?" unit occurs at the beginning of the academic year, and it is designed to give students a foundation for all their subsequent historical studies at Key Stage 3 and beyond. Thereafter, they examine the Silk Roads and the connections between the old empires of Europe and Asia. We will study the following topic areas:</p> <ul style="list-style-type: none"><li>• Greek and Roman connections to the Silk Road</li><li>• The Islamic Empire and connections to the Silk Road</li><li>• China and Silk</li><li>• The Mongols</li><li>• The Persians</li><li>• The importance of the Silk Roads</li></ul>	<p><u>Key Question:</u> Which Medieval monarch was the most effective at establishing their authority?</p> <p>Year 7 students will cover the key knowledge and facts surrounding the Norman Conquest, while also developing fundamental historical skills such as analysing sources, understanding cause and effect, and making judgments.</p> <p>We will study the following topic areas:</p> <ul style="list-style-type: none"><li>• England in 1065 and the succession crisis after Edward the Confessor</li><li>• The contenders for the throne of England</li><li>• The Battle of Hastings</li><li>• The Norman Conquests and consolidation of power, as well as its impact on shaping England</li><li>• Life in the Middle Ages and the descendants of William the Conqueror</li></ul>	<p><u>Key Question:</u> How significant was the role of the church in medieval society?</p> <p>Year 7 students study the role of the Church in medieval society and will acquire specific historical knowledge and develop crucial thinking skills. The aim is for students to understand why the Church was a powerful, central institution that affected every aspect of medieval life. We will study the following topic areas:</p> <ul style="list-style-type: none"><li>• Beliefs and values of that time</li><li>• The power struggle between the Monarchy and Church</li><li>• Life in the Middle Ages and the influence of the Church on society and daily life</li></ul>	<p><u>Key Question:</u> What were Medieval Peasants lives really like?</p> <p>When studying Medieval Peasants, Year 7 students will cover topics focused on the daily life and social position of the common people. This will allow them to gain specific knowledge about how society worked and develop key historical skills, including historical empathy, source analysis and understanding cause and consequence. We will study the following topic areas:</p> <ul style="list-style-type: none"><li>• Peasant’s diet, health and living conditions</li><li>• The Black Death</li><li>• The role of women</li><li>• Crime and punishment</li><li>• The Peasants Revolt</li><li>• Magna Carta and parliament</li></ul>	<p><u>Key Question:</u> How much religious turmoil did the Tudors unleash?</p> <p>When Year 7 students study the War of the Roses and Henry VII, they will focus on core historical knowledge, while developing key historical skills such as understanding cause and consequence, evaluating historical interpretations and using evidence.</p> <p>We will study the following topic areas:</p> <ul style="list-style-type: none"><li>• The rival houses in the War of the Roses</li><li>• Henry VII’s consolidation of power</li><li>• The Transition from Henry VII to Henry VIII</li></ul>	<p><u>Key Question:</u> How much religious turmoil did the Tudors unleash?</p> <p>Year 7 students will cover topics focused on the dramatic changes in religion and monarchy, especially the English Reformation under Henry VIII and the subsequent reigns of his children. The unit provides a narrative of political and religious upheaval, highlighting the shift in power from the Catholic Church to the English Crown.</p> <p>We will study the following topic areas:</p> <ul style="list-style-type: none"><li>• The Reformation</li><li>• Protestantism and Edward VI</li><li>• Mary I</li><li>• Elizabeth I and the transition to the Stuarts</li></ul>
	Links to prior learning	This will assess what skills new students starting in year 7 have from primary school and seek to give students a foundation for all their subsequent historical studies at Key Stage 3 and beyond. It will introduce investigation skills, chronological skills and source analysis skills at a basic level.	This will build on the investigation skills, chronological skills and source analysis skills delivered in the What is History and Silk Roads section of the course.	This will continue to build and develop source and analysis skills through both class-based tasks and assessments. Furthermore, the course will continue to develop the students understanding of Medieval life and move chronologically forward through the National Curriculum.	This will continue to build on students understanding of life in the Medieval period whilst continuing to develop inquiry skills.	This will continue to build on students understanding of life in the Medieval times but also allow them to then analyse change and continuity, as we move chronologically into the early modern period.
Assessment	In a Year 7 units, teachers use a variety of assessment methods, combining day-to-day formative checks with more formal summative tasks. In class we will select from the following:	In class we will select from the following:	In class we will select from the following:	In class we will select from the following:	In class we will select from the following:	In class we will select from the following:
Home learning	Teachers will seek to consolidate and focus learning and may use the following tasks:	Teachers will seek to consolidate and focus learning and may use the following tasks:	Teachers will seek to consolidate and focus learning and may use the following tasks:	Teachers will seek to consolidate and focus learning and may use the following tasks:	Teachers will seek to consolidate and focus learning and may use the following tasks:	Teachers will seek to consolidate and focus learning and may use the following tasks:
Cultural Capital and extra-curricular opportunities	Studying the Silk Roads provides students with the opportunity to develop an understanding of historical globalization, intercultural exchange, and the foundations of modern connectivity. Students will reflect on the fact that the Silk Roads were a complex network of land and sea routes that profoundly shaped the development of societies across Asia, Europe, and Africa for centuries	Studying the Norman conquests provides students with significant cultural capital by immersing them in a pivotal moment that fundamentally shaped the language, legal system, social structure and architecture of England.	Studying the Medieval Church provides students with essential cultural capital by illuminating the historical roots of Western art, law, and social institutions.	Studying the lives of medieval peasants provides students with a form of cultural capital that challenges modern assumptions and offers a deeper understanding of social history. By focusing on most of the medieval population rather than just the elite, students gain a more grounded and nuanced appreciation for the social	Studying the Wars of the Roses gives students cultural capital by providing them with a deep understanding of historical contexts that shape politics, and social structures to this day. Key takeaways include a better grasp of the origins of the Tudor dynasty and the foundations of modern English national identity.	Studying the Tudor period equips students with cultural capital by grounding them in a transformative era that shaped many aspects of modern British identity, religion, art, and language.

				structures, daily rhythms and resilience that shaped the past.		
<b>Literacy</b>	Studying history in Key Stage 3 plays a crucial role in developing both literacy and oracy skills. Students will develop arguments to communicate their knowledge and evidence their views persuasively, both in speaking and writing.	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none"><li>• Reading, listening and writing in lessons</li><li>• Class discussions and debating skills</li><li>• Extended writing</li><li>• Developing subject specific vocabulary</li><li>• Interpretation and reading comprehension tasks</li><li>• Reading for argument and developing critical source analysis</li></ul>	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none"><li>• Reading, listening and writing in lessons</li><li>• Class discussions and debating skills</li><li>• Extended writing</li><li>• Developing subject specific vocabulary</li><li>• Interpretation and reading comprehension tasks</li><li>• Reading for argument and developing critical source analysis</li></ul>	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none"><li>• Reading, listening and writing in lessons</li><li>• Class discussions and debating skills</li><li>• Extended writing</li><li>• Developing subject specific vocabulary</li><li>• Interpretation and reading comprehension tasks</li><li>• Reading for argument and developing critical source analysis</li></ul>	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none"><li>• Reading, listening and writing in lessons</li><li>• Class discussions and debating skills</li><li>• Extended writing</li><li>• Developing subject specific vocabulary</li><li>• Interpretation and reading comprehension tasks</li><li>• Reading for argument and developing critical source analysis</li></ul>	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none"><li>• Reading, listening and writing in lessons</li><li>• Class discussions and debating skills</li><li>• Extended writing</li><li>• Developing subject specific vocabulary</li><li>• Interpretation and reading comprehension tasks</li><li>• Reading for argument and developing critical source analysis</li></ul>
<b>Numeracy</b>	Teachers will seek to develop numeracy skills by encouraging students to: <ul style="list-style-type: none"><li>• Interpret charts and graphs</li><li>• Analysing statistics</li><li>• Sequencing dates</li><li>• Monitoring time and completion of questions</li><li>• Working out marks and scores from assessments</li></ul>	Teachers will seek to develop numeracy skills by encouraging students to: <ul style="list-style-type: none"><li>• Interpret charts and graphs</li><li>• Analysing statistics</li><li>• Sequencing dates</li><li>• Monitoring time and completion of questions</li><li>• Working out marks and scores from assessments</li></ul>	Teachers will seek to develop numeracy skills by encouraging students to: <ul style="list-style-type: none"><li>• Interpret charts and graphs</li><li>• Analysing statistics</li><li>• Sequencing dates</li><li>• Monitoring time and completion of questions</li><li>• Working out marks and scores from assessments</li></ul>	Teachers will seek to develop numeracy skills by encouraging students to: <ul style="list-style-type: none"><li>• Interpret charts and graphs</li><li>• Analysing statistics</li><li>• Sequencing dates</li><li>• Monitoring time and completion of questions</li><li>• Working out marks and scores from assessments</li></ul>	Teachers will seek to develop numeracy skills by encouraging students to: <ul style="list-style-type: none"><li>• Interpret charts and graphs</li><li>• Analysing statistics</li><li>• Sequencing dates</li><li>• Monitoring time and completion of questions</li><li>• Working out marks and scores from assessments</li></ul>	Teachers will seek to develop numeracy skills by encouraging students to: <ul style="list-style-type: none"><li>• Interpret charts and graphs</li><li>• Analysing statistics</li><li>• Sequencing dates</li><li>• Monitoring time and completion of questions</li><li>• Working out marks and scores from assessments</li></ul>
<b>Careers Information, Education, Advice and Guidance (CEIAG)</b>	Studying History and the medieval period develops a wide range of highly transferable skills valued by employers. The critical thinking and research abilities honed by medieval studies are applicable across various professional sectors. Studying History gives a versatile set of transferable skills that are highly valued in management, politics, teaching, legal services, heritage management, publishing and accountancy to name just a few.	Transferable skills for further study and employment: <ul style="list-style-type: none"><li>• Critical thinking skills.</li><li>• Reading, listening and writing skills</li><li>• Class discussions and debating skills</li><li>• Data analysis skills</li><li>• Reading for argument and developing critical source analysis skills</li></ul>	Transferable skills for further study and employment: <ul style="list-style-type: none"><li>• Critical thinking skills.</li><li>• Reading, listening and writing skills</li><li>• Class discussions and debating skills</li><li>• Data analysis skills</li><li>• Reading for argument and developing critical source analysis skills</li></ul>	Transferable skills for further study and employment: <ul style="list-style-type: none"><li>• Critical thinking skills.</li><li>• Reading, listening and writing skills</li><li>• Class discussions and debating skills</li><li>• Data analysis skills</li><li>• Reading for argument and developing critical source analysis skills</li></ul>	Transferable skills for further study and employment: <ul style="list-style-type: none"><li>• Critical thinking skills.</li><li>• Reading, listening and writing skills</li><li>• Class discussions and debating skills</li><li>• Data analysis skills</li><li>• Reading for argument and developing critical source analysis skills</li></ul>	Transferable skills for further study and employment: <ul style="list-style-type: none"><li>• Critical thinking skills.</li><li>• Reading, listening and writing skills</li><li>• Class discussions and debating skills</li><li>• Data analysis skills</li><li>• Reading for argument and developing critical source analysis skills</li></ul>
<b>Spirituality</b>	Studying the history of the Silk Roads offers an opportunity for students to develop their spirituality, by exposing them to diverse belief systems of the past, encouraging ethical reflection, fostering empathy, and highlighting the interconnectedness of human experience.	Studying the Norman conquests can develop a student's spirituality by encouraging them to grapple with complex issues of power, faith, justice, and human motivation. It also develops their thinking by fostering an appreciation for how foundational historical events have shaped cultural and religious identity.	Studying the medieval church allows students the capacity for reflection, empathy, and ethical awareness. By examining this powerful historical institution, students are challenged to confront timeless spiritual questions concerning faith, morality, power, and human nature.	Studying the lives of medieval peasants can develop a student's spirituality by fostering empathy, encouraging ethical reflection on social injustice and providing a powerful illustration of the interplay between hardship, faith, and hope.	Studying the Wars of the Roses can develop a student's spirituality by exploring concepts of power, ethics, and destiny during a time of immense political and social turmoil. It provides a powerful historical backdrop for reflecting on human nature, the consequences of ambition, as well as the search for order amidst chaos.	Studying the Tudor period offers a unique and powerful lens through which a student can develop their spirituality. The era is defined by extreme religious and political upheaval, providing a dramatic backdrop to explore timeless questions about faith, hypocrisy, authority and conscience.
<b>How can parents support the curriculum?</b>	<ul style="list-style-type: none"><li>• Check that students have completed homework set by their teacher</li><li>• Discuss and ask them what they learnt in history today</li></ul>	<ul style="list-style-type: none"><li>• Check that students have completed homework set by their teacher</li><li>• Discuss and ask them what they learnt in class today</li><li>• Take students to visit historical sites that link to their learning in class, such as churches, buildings and museums</li><li>• Watch linked documentaries or take up wider reading and research with your children at home</li></ul>	<ul style="list-style-type: none"><li>• Check that students have completed homework set by their teacher</li><li>• Discuss and ask them what they learnt in class today</li><li>• Take students to visit historical sites that link to their learning in class, such as churches, buildings and museums</li><li>• Watch linked documentaries or take up wider reading and research with your children at home</li></ul>	<ul style="list-style-type: none"><li>• Check that students have completed homework set by their teacher</li><li>• Discuss and ask them what they learnt in class today</li><li>• Take students to visit historical sites that link to their learning in class, such as churches, buildings and museums</li><li>• Watch linked documentaries or take up wider reading and research with your children at home</li></ul>	<ul style="list-style-type: none"><li>• Check that students have completed homework set by their teacher</li><li>• Discuss and ask them what they learnt in class today</li><li>• Take students to visit historical sites that link to their learning in class, such as churches, buildings and museums</li><li>• Watch linked documentaries or take up wider reading and research with your children at home</li></ul>	<ul style="list-style-type: none"><li>• Check that students have completed homework set by their teacher</li><li>• Discuss and ask them what they learnt in class today</li><li>• Take students to visit historical sites that link to their learning in class, such as churches, buildings and museums</li><li>• Watch linked documentaries or take up wider reading and research with your children at home</li></ul>