

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
Y7 (1) - 6 weeks (11 lessons)	<p>What is History / Chronology?</p> <p>Anglo-Saxons and Medieval monarchy</p>	<p><b>CONFLICT:</b> Impact of invasion on pre Norman society.</p> <p><b>SOCIETY:</b> Construction of pre Norman society</p> <p>L1: What is history?                      L2: Understanding chronology  <b>(A)</b>                      L3: Where did the Celts go?                      L4: Who were the Anglo-Saxons?                      L5: Archaeology: Thinking like an Historian. 1 - How do we know about the Anglo-Saxons?                      L6: Anglo-Saxon control of the people &amp; social hierarchy                      L7: Vikings &amp; Alfred the Great                      L8: Ethelred the Unready                      L9: The Greatest Viking <b>(A)</b>                      L10: Edward the Confessor                      L11: Was the Anglo-Saxon period a 'Golden Age'?</p>	<p><b>Thinking like a Historian – skills developed in lessons.</b></p> <p><b>Employability skills:</b>                      Investigation                      Self-management                      Oracy                      Communication                      Informed                      Literacy                      Numeracy                      Creativity                      Problem solving                      Summarize                      Recall</p> <p><b>Career link:</b>                      Archaeology                      Archivist                      Historian                      Teaching</p> <p><b>British Values:</b>                      Tolerance of Different Cultures                      Rule of Law</p>	<p>To establish understanding of the purpose of history and its value as a subject.</p> <p>To give students an understanding of chronology and meaning of BC / AD (CE) and that history is broken down into 5 main eras. This gives structure / placement in time to our future units of study.</p> <p>Gives understanding of British ancestry and the people who have inhabited Britain</p> <p>Shows the impact of invasion and the changes it has on society</p> <p>Give background information as to how the Normans came to rule England which is our second unit of study</p> <p>Provides opportunity to introduce the overriding concepts of our KS3 History: Conflict and Society</p>

<p>Y7 (2) - 10 weeks (16 lessons)</p>	<p>Normans and medieval life</p>	<p><b>CONFLICT</b> (Normans): Claims to the English throne and the Norman invasion</p> <p><b>SOCIETY</b> (Normans): Impact of the Norman rule on English society</p> <p>L1: William’s preparation for invasion                  L2: Harold Hardrada: Battle of Fulford Gate &amp; Stamford Bridge                  L3: The Battle of Hastings <b>(A)</b>                  L4: The utility of the Bayeux Tapestry                  L5: The Conquest of England                  L6: William the castle builder                  L7: Norman control of the population (castles)                  L8: William’s control England (Feudal system)                  L9: How did life change under the Normans (Society)                  L10: How did life change under the Normans (Church)                  L11: Change and continuity: A.S V Norman rule <b>(A)</b></p>	<p><b>Thinking like a Historian – skills developed in lessons.</b></p> <p><b>Employability skills:</b>                  Problem solving                  Summarise                  Informed                  Independent work                  Research                  Self-management                  Oracy                  Communication                  Creativity                  Numeracy                  Literacy                  Recall</p> <p><b>Career link:</b>                  Medieval historian                  Clergy                  Theologian                  Human rights law                  Military                  Engineer                  Mason                  Historian                  Architect                  Heritage and conservation work                  National trust</p>	<p>To give students a deeper understanding of British ancestry (From Celt / Anglo-Saxon through to Noman). What are the origins of British society?</p> <p>To study a significant moment in the History of this Island – the last time England was successfully invaded. Considering why the invasion happened, how England was ‘won /lost’ and the impact that this had on society.</p> <p>To show difference in meaning of ‘conflict’. Normans / warfare and the conflict between Church, the people and king.</p> <p>Study the 2<sup>nd</sup> order concepts of significance, cause &amp; consequence and continuity &amp; change.</p> <p>Allows continuation of overriding concepts of our KS3 History: Conflict and Society</p>
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<p>Y7 (3) - 6 weeks (11 lessons)</p>	<p>The Crusades and their consequences</p>	<p><b>CONFLICT:</b> The fight for Jerusalem and the wider consequences of this</p> <p><b>SOCIETY:</b> Crusading Western civilisations, comparisons to Islamic society in the East</p> <p>L1: The Islamic Golden Age 8<sup>th</sup> to 13<sup>th</sup> century and the origins of control in Jerusalem                  L2: What were the causes of the First Crusade in 1095?                  L3: The First Crusade – was it really a success for the West?  <b>(A)</b>                  L4: Who were the crusaders and why did they fight?                  L5: Saladin “the Merciful” v Richard “the Lionheart”                  L6: The Siege of Acre 1189-91 (3<sup>rd</sup> Crusade) features of crusader warfare                  L7: How did the Third Crusade affect English society?                  L8: The Children’s Crusade – myth or madness?                  L9: The Fourth Crusade – an unholy war?                  L10: Who gained from the crusades?                  L11: End of unit test <b>(A)</b></p>	<p><b>Thinking like a Historian – skills developed in lessons.</b></p> <p><b>Employability skills:</b>                  Investigation                  Self-management                  Oracy                  Communication                  Informed                  Literacy                  Numeracy                  Creativity                  Problem solving                  Summarize                  Recall</p> <p><b>Career link:</b>                  Archaeology                  Politician                  Diplomat</p> <p><b>British Values:</b>                  Tolerance of Different Cultures                  Rule of Law</p>	<p>To establish an understanding of the role of religion in conflict and to develop the understanding of more diverse culture in conflict (following on from Anglo Saxons and Normans)</p> <p>To learn in depth about Eastern society in Medieval times and compare to what they already know about Western society.</p> <p>To understand the concepts of Holy War and Jihad in order to be able to frame modern day events in context.</p> <p>To begin to consider the long-term impacts of international conflict which will be developed in later modules</p>
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<p>Yr. 7 (4) 6 weeks (11 lessons)</p>	<p>Tudor Society</p>	<p><b>CONFLICT:</b> The impact of religious conflict, conflict over female rule and the fear of invasion</p> <p><b>SOCIETY:</b> How did Tudor society form the basis of the British Empire? How diverse was Tudor society? How far did government get involved in the lives of ordinary people?</p> <p>L1: How far did women have power? Catherine of Aragon v Ann Boleyn                  L2: The religious rollercoaster and the impact on society 1 – Edward VI                  L3: The religious rollercoaster and the impact on society 2 – Mary I                  L4: The religious rollercoaster and the impact on society 3 – Elizabeth I                  L5: Elizabeth I v Mary Queen of Scots – who was the better Queen? <b>(A)</b>                  L6: How far did English privateers get in Elizabethan England?                  L7: what was the impact of exploration on English society in Elizabethan times?</p>	<p><b>Thinking like a Historian – skills developed in lessons.</b></p> <p><b>Employability skills:</b>                  Investigation                  Self-management                  Oracy                  Communication                  Informed                  Literacy                  Numeracy                  Creativity                  Problem solving                  Summarize                  Recall</p> <p><b>Career link:</b>                  Social worker                  Travel writer                  Armed forces</p> <p><b>British Values:</b>                  Tolerance of Different Cultures                  Rule of Law</p>	<p>To begin to consider the role of females in society, particularly as non-ruling Queens – how much power and influence did they have?</p> <p>To consider the role of a ruling female monarch – how far was this different from a non-ruling queen? These two features develop the earlier topics which focus on male rule. It also introduces students to the idea of “selective history” which is further developed when looking at Black Tudor society.</p> <p>To begin to consider different social groups within society in more depth, particularly marginalised groups.</p> <p>To develop the concept of invasion as opposed to settlement (The Anglo-Saxons)</p> <p>To trace the development of government involvement in</p>
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<p>Y7 (5) - 6 weeks (12 lessons)</p>	<p>English Civil War</p>	<p><b>CONFLICT:</b> Unresolvable conflict – Why did England go to war with itself?</p> <p><b>SOCIETY:</b> Societal changes due to Civil War and rule of Cromwell – was England a better place as a result of Civil War?</p> <p>L1: What is a ‘Civil War’?                  L2: Why did Charles I become unpopular? – Causes <b>(A)</b>                  L3: Why did the English start fighting each other?                  L4: Roundheads Vs Cavaliers (Tactics and weapons used)                  L5: Key Battles and the New Model Army                  L6: Regicide – Charles gets the chop!                  L7: The man who banned Christmas                  L8: Cromwell – Hero or Villain?                  L9: Restoration                  L10: Glorious ‘Revolution’                  L11: Was England a better place after the English Civil War? (was it worth it) <b>(A)</b></p>	<p><b>Thinking like a Historian – skills developed in lessons.</b></p> <p>Employability skills:                  Investigation                  Self-management                  Oracy                  Communication                  Informed                  Literacy                  Numeracy                  Creativity                  Problem solving                  Summarize                  Recall</p> <p>Career link:                  Archivist                  Historian                  Teaching</p> <p>British Values:                  Democracy                  Rule of Law</p>	<p>To give students an understanding of another aspect of conflict e.g. ‘civil war’ and the causes of a civil war.</p> <p>Students to understand the role of the ‘monarch’ from the beginning of the civil war to the end of the interregnum. Did killing the king, kill the monarchy?</p> <p>Students will then investigate the leadership of Oliver Cromwell and the impact this, and the previous conflict, had on society (changes and continuity).</p> <p>Allows for links/connections to be made between past and present rule of the United Kingdom, and the impact this has had on society – changing of relationship between parliament and ruler. Continuity from previous modules tracing the importance of religion in conflict and impact on society.</p>
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