

There will be an interim assessment in each unit; strengths and areas for development will be identified.



# Year 7 History at CLHS

**1. What is History?** At the end of this unit you will be confident in explaining what **chronology** is and why it is so important to Historians, you will be able to practice this skill when you describe what happened to the Tollund Man and the Princes in the Tower. We will introduce you to **Primary** and **Secondary sources** and you will know how each are useful to Historians. You will begin to look at the provenance of a source, analysing why it was created, by whom, where, when and how all of these aspects can make it useful. We will teach you to use our first five **analysis skills** of **cause, consequence, significance, change** and **continuity**. We will introduce you to the first stage of looking at interpretations where you practice identifying what different historians think; you will also begin to think why historians may have different views.



Year 7

Half Term 1

Half Term 2



**Assessment 1: (October)**  
You will show you can understand and use key skills from above. You will show you can identify different interpretations.

**Assessment 2: (December)**  
We will test your knowledge and understanding of the unit. Extended writing based on causation and identify more complex interpretations.

## 4. Tudor England (1485 – 1603)



You will develop a strong understanding of **chronology** in this unit as you will learn to describe how the power on the **monarch** and the power of the **church** interacted over the period. We will predominately use our **analysis skills** of **continuity, change, cause** and **consequence**. We will further develop our source skills as we both draw information from them and then make a judgement on the usefulness of key sources for historians. Our focus on the lives of the peasants in **society** picks up the theme of **rebellion** where we judge whether or not they were **significant** threats to the power of the **monarchy**.

### Assessment 4: (May)

We will test your knowledge and understanding of the unit, you will explain why an event took place and now further assess interpretation skills to now include why they may be different.

Half Term 4

**Assessment 3: (March)**  
We will test your knowledge and understanding of the unit. We will additionally assess how different sources are useful to us as historians.

Half Term 5

## 5. Crown and Parliament (1603 – 1745)



This unit eventually sees a huge clash between the power of the **monarch** and the power of the **state**. Additionally, we see the power of the **church** beginning to decline and developments in **society** that include leisure activities and the beginning of a decline in superstitious beliefs. Our next **local history focus** looks at the Pendle Witches. Our skills focus for this unit is predominately based around analysis and we identify and then explain the **significance** of **causes, consequences, changes** and **continuities**. Our **source** skills are based on drawing **inference** and assessing **usefulness** based on **provenance**.

Half Term 3



## 3. Medieval England (1066 – 1485)

We begin assessing who pupils think should rule England in 1066 and why? We assess why the actions of William I and why castles, the Domesday book, The Harrying of the North and the Feudal system were **significant**. After the death of William I in 1088, we begin to see how the power of the **monarchy** was challenged by the **church** and wealthy Barons. We see assess how key events such as the Black Death and Peasants revolt affected **society** and the lives of the peasants. Our first focus on **local history** is on the Domesday Book and the Wars of the Roses where our unit finishes in 1485. Additionally we develop our skills of drawing key information from **sources**.

Half Term 6



### Assessment 5: (July)

We will test key knowledge, explanation of causes and consequences, inference from sources and usefulness of sources.

## 2. Roman and Anglo-Saxon England (55BC – 1066)



Elements of the the Romans may have been studied at Key Stage 2 but there will be no repetition of content as we begin our journey in Year 7 of gaining a **knowledge** and understanding of a developing Britain. Roman Britain is our starting point for looking at **government**, the **church** and **society** as we start our journey through British history. We **analyse** the **consequences** of Roman rule, what **caused** them to leave and then what **changed** and **continued** as Anglo-Saxon **society** was established. We draw simple **inferences** from **sources** and now begin to look at more complex **interpretations** from two historians.