

# Curriculum Knowledge Map 2023-24



Year 7		
AUTUMN		
Topics	Why did the House of Wessex end in 1066?	Did the Norman Conquest change England?
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>The historical terms for time, such as decade, era, century and millennium</li> <li>The features of Anglo-Saxon England incl. Witan and Church</li> <li>What the Anglo-Saxon Chronicle is and how Marc Morris uses it to investigate the past</li> <li>The links between the Vikings, Anglo-Saxon England and Normandy</li> <li>The role of Queen Emma and her relationship with Cnut, Edward the Confessor and Earl Godwin</li> <li>The events that led to William becoming King incl. the succession crisis and the Battle of Hastings</li> <li>Why the House of Wessex ended in 1066</li> </ul>	<ul style="list-style-type: none"> <li>The methods of control William used such as the Domesday Book, Marcher Earldoms, Castles, Feudal System, Fealty</li> <li>The features of the Harrying of the North</li> <li>The Impact William had on England and the changes in England because of the Normans</li> <li>The aspects of life that continued in England after the Norman Conquest</li> <li>The legacy of Normanisation for England</li> <li>The power of the Medieval Church</li> <li>What the Bayeux Tapestry is and how Marc Morris has used it to investigate the past</li> <li>How Marc Morris has constructed his interpretation of 1066</li> </ul>
<b>Procedural</b> <i>What should they be able to do?</i>	<ul style="list-style-type: none"> <li>Use the correct terminology to describe time</li> <li>Work out centuries</li> <li>Place events in chronological order</li> <li>Recall knowledge from KS2 Vikings</li> <li>Identify what a source is and why Historians use them</li> <li>Make supported inferences using disciplinary language</li> <li>Recall a specific source (Anglo-Saxon Chronicle) used to learn about the medieval period</li> <li>Recall a Historian (Marc Morris) who has studied the medieval period</li> <li>Be able to describe how a Historian uses sources to inform their opinion</li> <li>Analyse the view of a Historian and link it to their own knowledge</li> <li>Give reasons (explain) and use specific tier 3 vocabulary in their explanation</li> </ul>	<ul style="list-style-type: none"> <li>Identify what is meant by a consequence</li> <li>Explain the consequences of William's conquest</li> <li>Make a judgement and use disciplinary language to explain the judgement</li> <li>Use disciplinary language to describe change and consequences</li> <li>Identify the view of a Historian (Marc Morris)</li> <li>Make supported inferences using disciplinary language</li> <li>Examine the language that Marc Morris uses to interpret the change in society</li> <li>Students should be able to pose Qs to ask of the past e.g. using the Bayeux Tapestry for a specific enquiry</li> <li>Analyse the view of a Historian (Marc Morris) and link it to their own knowledge</li> <li>Give reasons (explain) and use specific tier 3 vocabulary in their explanation</li> </ul>
<b>Disciplinary Literacy</b> (Tier 3 Vocab)	Source, Chronology, Century, Millenium, Anachronism, Decade, Era, Viking, Anglo-Saxon Chronicle, Anglo-Saxon, Danelaw, The Church Tithe, Historian, Interpretation, The Church, Peasant, Earls, Monarch, Heir, Succession, Witan, House	Change, Continue, Consequence, Control, Domesday Book, Marcher Earldoms, Castles, Feudal System, Fealty, Earldom, Society, Economy, Harrying of the North, Conquered, Anglo-Saxon Chronicle, Interpretation, Sources, Evidence, Reveal, Control, Power, Bayeux Tapestry



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<b>Assessment</b>	<b>Causation Essay – Why did the House of Wessex end in 1066?</b> <ul style="list-style-type: none"> <li>• Open book</li> </ul>	<b>Interpretations extended writing. Students to analyse extracts from Simon Schama and Marc Morris and argue which they find more representative, using knowledge of the topic</b> <ul style="list-style-type: none"> <li>• Open book</li> </ul>
<b>Diversity</b>	<ul style="list-style-type: none"> <li>• Medieval migration to Britain – incl. Anglo-Saxons, Vikings and Normans</li> <li>• Role of Queen Emma</li> <li>• Using Femina by Janina Ramirez</li> </ul>	<ul style="list-style-type: none"> <li>• Queen Matilda</li> <li>• The Normans attempted conquest of North Africa</li> </ul>



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Year 7		
SPRING		
Topics	What do African Kingdoms reveal about life in the Middle Ages?	What does Ibn Battuta reveal about the Medieval World?
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>The features of the Kingdoms of Mali, Benin, Songhay and Asante</li> <li>Specific individuals incl. Mansa Musa, Askia and Sonni Ali</li> <li>What is meant by civilisation and features of civilisation</li> <li>Why education was important in African Kingdoms</li> <li>Specific sources that are used to investigate African Kingdoms</li> <li>Similarities and differences between societies</li> <li>How to compare like a Historian</li> </ul>	<ul style="list-style-type: none"> <li>What is meant by Golden Age</li> <li>The features of the Islamic Golden Age</li> <li>The power of the Medieval Church</li> <li>Why Baghdad was considered the centre of the Islamic World</li> <li></li> </ul>
<b>Procedural</b> <i>What should they be able to do?</i>	<ul style="list-style-type: none"> <li>Consider why Sonni Ali has not been remembered as 'Great' but Askia has</li> <li>Make supported inferences using disciplinary language</li> <li>Recall a specific source (e.g. Benin Bronzes) that Historians use to investigate the past</li> <li>Consider why the sources we have available can create a legacy of a ruler</li> <li>Compare societies using disciplinary language and criteria</li> <li>Analyse the view of a Historian and link it to their own knowledge</li> <li>Give reasons (explain) and use specific tier 3 vocabulary in their explanation</li> </ul>	<ul style="list-style-type: none"> <li>Make a judgement and use disciplinary language to explain the judgement</li> <li>Identify the view of a Historian</li> <li>Make supported inferences using disciplinary language</li> <li>Give reasons (explain) and use specific tier 3 vocabulary in their explanation</li> <li>Explain how Historians are able to use the works of Ibn Battuta to build up their knowledge of the past</li> <li>Explain why Marco Polo has been ascribed significance but not Ibn Battuta</li> </ul>
<b>Disciplinary Literacy</b> (Tier 3 Vocab)	Similarity, Difference, Flourish, Kingdom, West Africa, trade routes, Timbuktu, Scholars, Islam, Benin Bronzes, Loot, Expedition, Oba, Mansa, Dia, Siege, Besieged, Legacy, European, Traders, Merchants	House of Wisdom, Golden Age, Flourish, , Horde, Cavalry, China, education, culture, university, Islam, Christianity, Silk Roads, Exploration, Trade, Chronicles, Source, Historian.
<b>Assessment</b>	<b>Week 3: Progress Test – Closed book</b> <ul style="list-style-type: none"> <li>Knowledge assessment of tier 3 vocab, comprehension &amp; recall</li> <li>Written essay</li> </ul>	<ul style="list-style-type: none"> <li>Low stakes knowledge testing throughout</li> </ul>
<b>Diversity</b>	<ul style="list-style-type: none"> <li>West African Civilisations</li> <li>Asante's matriarchal society</li> </ul>	<ul style="list-style-type: none"> <li>West Africa</li> <li>China and Mongolia</li> </ul>
Year 7		
SUMMER		
Topics		
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li><b>How does Helen Castor investigate Medieval Monarchs in 'She Wolves'?</b></li> <li><b>What is the significance of the Crusades?</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Which community was the most significant to Manchester?</b></li> <li><b>What migrant communities have been ascribed significance in Britain?</b></li> </ul>
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>The role of Pope Urban II in calling for the First Crusade in 1095, in response to the capture of Jerusalem by Muslims.</li> <li>They will learn about the importance of Jerusalem to Christians, Muslims, and Jews, and why it was seen as the "Holy Land" by Christians.</li> </ul>	<ul style="list-style-type: none"> <li>Specific time periods e.g. Medieval Era, Renaissance Era, Industrial Era and their dates</li> <li>The achievements of different Migrant groups to Manchester</li> <li>The difference between pull and push factors</li> <li>How groups faced similar difficulties and challenges</li> <li>The achievements of migrant groups in Manchester</li> </ul>



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	<ul style="list-style-type: none"> <li>• explore the reasons why people joined the Crusades, including religious piety, a desire for adventure, and the chance to gain land and wealth.</li> <li>• Key events of the Crusades, such as the Siege of Jerusalem (1099), the Third Crusade led by Richard the Lionheart</li> <li>• The importance of female monarchs such as Queen Matilda and Elanor of Aquitaine</li> </ul>	<ul style="list-style-type: none"> <li>• How communities have helped Manchester develop</li> <li>• What it means to be historically significant</li> <li>• The impact and significance of different migrant groups</li> <li>• Features of Roman migration incl. why the Romans founded Mancunium, the role of Cartimandua and black Romans</li> <li>• Why the Black Death led to increased migration in the Medieval Era</li> <li>• Why Jewish migrants chose Manchester and the legacy of Jewish migration</li> <li>•</li> </ul>
<b>Procedural</b> <i>What should they be able to do?</i>	<ul style="list-style-type: none"> <li>• Analyse extracts of 'She Wolves' and describe the process of a Historian in investigating the past</li> <li>• Make supported inferences using disciplinary language</li> <li>• Assess utility of sources with contextual knowledge</li> <li>• Use criteria to determine historical significance</li> <li>• Give reasons (explain) and use specific tier 3 vocabulary in their explanation</li> <li>• Evaluate sources from the times and consider what they reveal about the crusades</li> <li>• Explain how the crusades led to increased trade between Christians and Muslims and how these tensions continue to have an impact of the world today</li> <li>• Describe the legacy of the Crusades, on warfare, society and culture</li> </ul>	<ul style="list-style-type: none"> <li>• Use the correct terminology to describe time</li> <li>• Explain how the significance of communities can change over time</li> <li>• Explain how people can be active citizen, and use this to change how much significance communities are ascribed</li> <li>• Place events in chronological order</li> <li>• To look across time periods and pick out similarities and differences between different migrant groups</li> <li>• Look for patterns of migration across time</li> <li>• Make supported inferences using disciplinary language</li> <li>• Assess utility of sources with contextual knowledge</li> <li>• Explain the differences between impact and historical significance</li> </ul>
<b>Disciplinary Literacy</b> (Tier 3 Vocab)	Chivalry, Feudalism, Holy Land, Jihad, Reconquista, Religious, pilgrimage, Trade routes, Jerusalem, Constantinople, Acre, Antioch Third Crusade, Holy War, Saladin, Barbarossa,	Significance, Romans, Christianity, Flemish Weavers, Low Countries, Migration, Monarch, Black Death, Plague, Push factor, Pull factor, poverty, slum, Community, adversity, Alien, Colonialism, Discrimination, Legislation, Xenophobia, Refugee, Industrial Revolution, Cottonopolis, Windrush, Tilbury
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Extended writing piece analysing an extract of She Wolves and applying knowledge to it</li> </ul>	<b>Letter to Andy Burnham - Why have Irish migrants not been ascribed significance?</b> <b>Progress Test – Closed book</b> <ul style="list-style-type: none"> <li>• Knowledge assessment of tier 3 vocab, comprehension &amp; recall</li> <li>• Written essay</li> </ul>
<b>Diversity</b>	<ul style="list-style-type: none"> <li>• Female Monarchs in the Medieval period and their treatment</li> <li>• Muslim fighters</li> <li>• Middle East and Jerusalem</li> </ul>	<ul style="list-style-type: none"> <li>• To celebrate different migrant groups</li> <li>• Louise Da- Coccidia and other Windrush Migrants</li> <li>• LGBTQIA+ people of Manchester</li> <li>• Black Romans e.g Septimius Severus</li> <li>• Jewish Migrants</li> </ul>



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