

Year 7 – Knowledge Map

Autumn

Spring

Summer

Declarative Knowledge

What should they know?

- Be able to recognise different time period
- Know the process of how to work out a century
- Understand the difference between BCE and CE
- Be able to confidently identify the time periods 1000-2000CE
- Recognise the difference between push and pull factors
- Understand how the Romans founded Manchester
- Know the stories and key facts of the different migrants groups:
 - Romans
 - Flemish Weavers
 - Irish Migrants,
 - Nathan Brothers,
 - Caribbean Migrants.
- Know how different migrant groups have shaped Manchester's History

- Identify how Anglo-Saxon society was structured
- Explain who were the Witan and did they did
- Correctly identify the power of the Church in the Medieval Era
- Explain the tactics of Godwinson at Stamford Bridge
- The key reasons why William won the Battle of Hastings
- How did Britain change after the Norman Conquest?
- The changes between the Anglo-Saxon and Norman government
- Feudal System
- Identify the features of a motte and bailey castle

- Understand the reasons why Baghdad was the centre of the Islamic Golden Age
- Identify what was invented during the Golden Age and consider the impact of these over time
- Explain how Medieval Mali developed
- The methods of Mansa Musa's rule
- Explain the reasons why the Mongols sacked Baghdad
- Make comparisons between how Medieval Mali and Medieval Britain
- How did the Renaissance begin to change Britain? – Bridge to Year 8 curriculum

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Procedural Knowledge

What should they be able to do?

- ❑ How to work out what century a date belongs to, and to know which range of dates are within each century
- ❑ Evaluate the significance of migrant groups
- ❑ Make judgements on the achievements of communities
- ❑ Develop opinions on the significance of individuals
- ❑ Make inferences on historical sources
- ❑ Make a judgement on which of the communities is most significant to Manchester and then apply their own knowledge to a longer written answer
- ❑ Explain how Manchester became a multi-cultural city

- ❑ Consider how Anglo-Saxon society is different to ours
- ❑ Explain how Anglo-Saxon and The Normans have similarities to today's Britain
- ❑ Discuss the impact of the Church on Medieval Britain
- ❑ Make a judgment on who had the strongest claim to the throne
- ❑ Analyse the decisions of the Witan and the consequences of their choices
- ❑ Analyse how society changed from 1066 onwards
- ❑ Discuss the impact of the Church on Medieval Britain
- ❑ Understand the changes in Britain post 1066 including language and parliamentary power
- ❑ Understand the importance of the Domesday Book
- ❑ Use key words in longer written pieces

- ❑ Know how Medieval Britain compared to Mali and the Islamic World, and use examples in extended writing
- ❑ Make a judgment on the development of different civilisations in the Medieval Era
- ❑ Analyse the effectiveness of how Mansa Musa ruled
- ❑ Make a judgment on the Mongols' destruction and of the House of Wisdom
- ❑ Carry out an investigation using sources analysing the impact of events
- ❑ Judge the significance of the Reformation on Britain

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Disciplinary Literacy Tier 2&3 Vocab

Discrimination, Prejudice, Romans, Charter, Protest, Monarch, Migration, Significance, Century, Roman, Flemish Weaver,

Monarch, Angles, Saxons, Tribes, Witan Battle, Feudal System, Motte and Bailey, Control, Government, Conquest

Baghdad, Silk Roads, Empire, Invention, Catalyst, Civilisation, Development, Reformation, Renaissance, Pioneer, Invasion, Conquer

Assessment

- Extended writing piece about the Romans impact on Manchester
- Ranking the significance of communities contribution to Manchester
- Research and complete a project about a Manchester migrant group

- Quiz on the different tactics used as the Battle of Hastings and Stamford Bridge
- Extending writing piece about the succession crisis in 1066
- Revision activities to prepare students for their Spring progress test

- Comparative piece of writing about Medieval Mali and versus Britain
- Revision activities to prepare students for their Spring progress test
- Creating their own castle with Historically accurate features

Diversity

Black Romans
Migrant Groups
Prejudice against migrants
Refugees

Meanwhile Elsewhere...
Lives of women in Medieval England
African Emperors
Arabian Inventors

Medieval Mali
Islamic Golden Age
The Haaj
Empire
Economy
Mongols
House of Wisdom