

Curriculum Knowledge Map 2023-24



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



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<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<p>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</p>	<p>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</p>
<p>Assessment</p>	<p>Week 2: Understanding Time</p> <ul style="list-style-type: none"> • Closed book • Key terminology to describe time • Ability to work out centuries • Place dates in chronological order <p>Week 7: Causation Essay – Why did the House of Wessex end in 1066?</p> <ul style="list-style-type: none"> • Open book 	<p>Week 4: Change and Continuity Essay – How did the Norman conquest change England?</p> <ul style="list-style-type: none"> • Open book
<p>Diversity</p>	<ul style="list-style-type: none"> • Medieval migration to Britain – incl. Anglo-Saxons, Vikings and Normans • Role of Queen Emma • Using Femina by Janina Ramirez 	<ul style="list-style-type: none"> • Queen Matilda • The Normans attempted conquest of North Africa



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Year 7	SPRING	
Topics	What do African Kingdoms reveal about life in the Middle Ages?	How different was Norman England to other Medieval Kingdoms?
<p>Declarative <i>What should they know?</i></p>	<ul style="list-style-type: none"> The features of the Kingdoms of Mali, Benin, Songhay and Asante Specific individuals incl. Mansa Musa, Askia and Sonni Ali What is meant by civilisation and features of civilisation Why education was important in African Kingdoms Specific sources that are used to investigate African Kingdoms Similarities and differences between societies How to compare like a Historian 	<ul style="list-style-type: none"> What is meant by Golden Age The features of the Islamic Golden Age The power of the Medieval Church Why Baghdad was considered the centre of the Islamic World Features of Medieval China, Mongolia, and Peru How societies were similar or different to Medieval Britain
<p>Procedural <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> Consider why Sonni Ali has not been remembered as 'Great' but Askia has Make supported inferences using disciplinary language Recall a specific source (e.g. Benin Bronzes) that Historians use to investigate the past Consider why the sources we have available can create a legacy of a ruler Compare societies using disciplinary language and criteria Analyse the view of a Historian and link it to their own knowledge Give reasons (explain) and use specific tier 3 vocabulary in their explanation 	<ul style="list-style-type: none"> Recall features of Norman England, Kingdom of Mali, Benin, Songhay and Asante Explain (give reasons) how different leaders were similar and different to William the Conqueror Draw upon their knowledge from across Spring to make judgments about the Medieval Era Compare societies using disciplinary language and criteria Make a judgement and use disciplinary language to explain the judgement Identify the view of a Historian Make supported inferences using disciplinary language Give reasons (explain) and use specific tier 3 vocabulary in their explanation
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<p>Similarity, Difference, Flourish, Kingdom, West Africa, trade routes, Timbuktu, Scholars, Islam, Benin Bronzes, Loot, Expedition, Oba, Mansa, Dia, Siege, Besieged, Legacy, European, Traders, Merchants</p>	<p>House of Wisdom, Golden Age, Flourish, William of Normandy, conqueror, Dynasty, Horde, Cavalry, China, Empire, Conquest, Education, Army, Military, education, culture, university, Islam, Christianity, The Church</p>
<p>Assessment</p>	<p>Week 3: Progress Test – Closed book</p> <ul style="list-style-type: none"> Knowledge assessment of tier 3 vocab, comprehension & recall Written essay 	<p>Week 4: Similarity and Difference Essay – How different was X to Y</p> <ul style="list-style-type: none"> Open book
<p>Diversity</p>	<ul style="list-style-type: none"> West African Civilisations Asante's matriarchal society 	<ul style="list-style-type: none"> West Africa China and Mongolia



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Year 7	SUMMER	
Topics	Who has migrated to Manchester?	Which community was the most significant to Manchester?
<p>Declarative <i>What should they know?</i></p>	<ul style="list-style-type: none"> • Specific time periods e.g. Medieval Era, Renaissance Era, Industrial Era and their dates • The achievements of different Migrant groups to Manchester • What multi-culturalism is and examples of multi-culturalism • The difference between pull and push factors • Features of Roman migration incl. why the Romans founded Mancunium, the role of Cartimandua and black Romans • Why the Black Death led to increased migration in the Medieval Era • Why Jewish migrants chose Manchester and the legacy of Jewish migration • The pull and push factors for Irish migration and the legacy and Irish migration • What it means to be historically significant 	<ul style="list-style-type: none"> • Specific time periods e.g. Medieval Era, Renaissance Era, Industrial Era and their dates • The achievements of different Migrant groups to Manchester • What multi-culturalism is and examples of multi-culturalism • The difference between pull and push factors • Features of Modern migration to Manchester, such as LGBTQI+ and Windrush migration • How groups faced similar difficulties and challenges • The achievements of migrant groups in Manchester • How communities have helped Manchester develop • What it means to be historically significant
<p>Procedural <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> • Use the correct terminology to describe time • Work out centuries • Place events in chronological order • Recall pull and push factors • To look across time periods and pick out similarities and differences between different migrant groups • Look for patterns of migration across time • Explain why the Romans are significant to Manchester and Manchester's History • Make supported inferences using disciplinary language • Assess utility of sources with contextual knowledge • Use criteria to determine historical significance • Give reasons (explain) and use specific tier 3 vocabulary in their explanation 	<ul style="list-style-type: none"> • Use the correct terminology to describe time • Work out centuries • Place events in chronological order • Recall pull and push factors • To look across time periods and pick out similarities and differences between different migrant groups • Look for patterns of migration across time • Make supported inferences using disciplinary language • Assess utility of sources with contextual knowledge • Use criteria to determine historical significance • Make a judgment on which migrant group is the most significant to Manchester • Give reasons (explain) and use specific tier 3 vocabulary in their explanation



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<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<p>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</p>	<p>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</p>
<p>Assessment</p>	<p>Week 6: Significance Essay – Why are X significant to Manchester?</p> <ul style="list-style-type: none"> • Open Book 	<p>Week 3: Progress Test – Closed book</p> <ul style="list-style-type: none"> • Knowledge assessment of tier 3 vocab, comprehension & recall • Written essay
<p>Diversity</p>	<ul style="list-style-type: none"> • Cartimandua, Black Romans and Septimius Severus • Queen Phillipa and the Flemish Weavers • Jewish migration • Irish migration 	<ul style="list-style-type: none"> • To celebrate different migrant groups • Louise Da- Coccidia • LGBTQIA+ people of Manchester

