

Scheme of Work

History

YEAR 7

	The Norman Conquest	Religion in Medieval England	The Crusades	The problems of medieval monarchs	The Black Death	Migration
Key concepts	<p><u>CAUSATION & CONSEQUENCE</u> *Identify a number of causes of historical events and understand that these are a result of relationships in the past. *Identify a number of causes and are beginning to categorise these into different types or groups of causes, e.g. short-term and long-term.</p> <p><u>CHANGE & CONTINUITY</u> *Identify and describe some historical changes that took place in periods with which they are familiar, but they view changes as events that took place and continuity simply as the absence of change. *Describe some broad historical developments and trends (e.g. technological progress), but with little accuracy or linking to chronology.</p> <p><u>CHRONOLOGY</u> *Understand the literal meanings of terms such as year, decade and century. Beginning to be able to put periods and events in order. *Use terms like year, decade or century in their work and can apply them to historical situations with which they are familiar. They can construct a</p>	<p><u>ANALYTICAL NARRATIVE</u> *Understand what Analytical Narrative is in the context of the story of Becket.</p> <p><u>CAUSATION & CONSEQUENCE</u> *Identify a number of causes and are beginning to categorise these into different types or groups of causes, e.g. short-term and long-term or 'things to do with money'. *Understand consequence as the fixed result of all the possible causes and may regard the idea of consequences as inevitable or the only possible outcome. *Categorise causes with some confidence and are beginning to recognise that these groupings of causal factors are interrelated, e.g. a poor harvest can have effects on both the economy and society.</p> <p><u>EVIDENCE</u> *Appreciate that historians need to interrogate sources to work out what happened in the past. *Comment on the reliability of sources ('biased' may be used as a catch-all term) but have little understanding of how historians build an evidence picture. *Learners distinguish</p>	<p><u>CAUSATION & CONSEQUENCE</u> *Understand consequence as the fixed result of all the possible causes and may regard the idea of consequences as inevitable or the only possible outcome. *Understand that events have consequences as well as causes and can describe, in simple terms, one or more of the consequences of an event or development in isolation from other consequences.</p> <p><u>CHANGE & CONTINUITY</u> *Identify and describe some historical changes that took place in periods with which they are familiar, but they view changes as events that took place and continuity simply as the absence of change. *Describe some broad historical developments and trends (e.g. technological progress), but with little accuracy or linking to chronology. * Show a basic understanding that not all changes that take place are as important as each other. *Describe change using features of the period or periods that they are studying. They understand that change often happens as a result of events or actions</p>	<p><u>CHRONOLOGY</u> *Use terms like year, decade or century in their work and can apply them to historical situations with which they are familiar. *Fit chronological knowledge into a simple structure of historical understanding (e.g. 'I know that 1536 was in the sixteenth century during the reign of Henry VIII').</p> <p><u>CAUSATION & CONSEQUENCE</u> *Identify a number of causes and are beginning to categorise these into different types or groups of causes, e.g. short-term and long-term or 'things to do with money'. *Categorise causes with some confidence and are beginning to recognise that these groupings of causal factors are interrelated, e.g. a poor harvest can have effects on both the economy and society. *Link categories of causes to form a simple causal picture and begin to explain why something happened in history.</p> <p><u>CHANGE & CONTINUITY</u> *Describe some broad historical developments and trends (e.g. technological progress), but with little</p>	<p><u>ANALYTICAL NARRATIVE</u> *Construct a narrative about the past that describes what happened but with no development or organisation. They use some information to support their narrative, but this is limited.</p> <p><u>CHANGE & CONTINUITY</u> *Describe change using features of the period or periods that they are studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves. *Show a basic understanding that not all changes that take place are as important as each other. *Begin to use some of the language of change to talk simply about the pace or extent of changes with which they are familiar. *Recognise that a change may be important to one society or group of people but has little historical significance in another context.</p> <p><u>EVIDENCE</u> *Distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z. *Make generalised references to provenance (e.g. 'sources from witnesses are more reliable'). * Use a small group of sources together to make simple inferences and present</p>	<p><u>CHRONOLOGY</u> *Beginning to fit chronological knowledge into a simple structure of historical understanding (e.g. 'I know that 1536 was in the sixteenth century during the reign of Henry VIII'). Learners can use their understanding of chronological terms to construct timelines over short and long periods of history. * Increasingly confident in placing a new period or topic within their own chronological reference and are beginning to make links between periods that they have studied. Learners' timelines and other work show an appreciation of the different scales of time and how they fit together.</p> <p><u>EVIDENCE</u> *Distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z. *Make generalised references to provenance (e.g. 'sources from witnesses are more reliable'). * Use a small group of sources together to make simple inferences and present</p>

	<p>simple timeline of periods that they have studied.</p> <p><u>EVIDENCE</u> *Understand that sources are used by historians to find out about the past. *Appreciate that historians need to interrogate sources to work out what happened in the past. *Know that historians use sources with the benefit of hindsight. Learners comment on the reliability of sources ('biased' may be used as a catch-all term).</p> <p><u>HISTORICAL VOCABULARY</u> *Remember a range of historically relevant vocabulary within a given historical period (e.g. Norman England) and can use it to describe the period.</p> <p><u>INTERPRETATIONS</u> *Pick out simple differences in accounts of the past. *Give simple descriptions of two opposing interpretations of an event or person, but are still inclined to look for the interpretation that is most 'true'.</p>	<p>between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z. *Make generalised references to provenance (e.g. 'sources from witnesses are more reliable').</p>	<p>by individuals, rather than being the event or individual themselves.</p> <p><u>CHRONOLOGY</u> *Use their understanding of chronological terms to construct timelines over short and long periods of history.</p> <p><u>EVIDENCE</u> *Appreciate that historians need to interrogate sources to work out what happened in the past. *Make generalised references to provenance (e.g. 'sources from witnesses are more reliable'). *Distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z. *Use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose.</p> <p><u>SIGNIFICANCE</u> *Understanding of significance and why a person or event e.g. the founding of the Kingdom of Jerusalem, might be significant or not. *Understand what might make a change significant.</p>	<p>accuracy or linking to chronology. *Describe change using features of the period or periods that they are studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves. *Show a basic understanding that not all changes that take place are as important as each other.</p> <p><u>EVIDENCE</u> *Comment on the reliability of sources ('biased' may be used as a catch-all term) but have little understanding of how historians build an evidence picture. *Make generalised references to provenance (e.g. 'sources from witnesses are more reliable').</p> <p><u>INTERPRETATIONS</u> *Recognise that the arguments that people have had about the past are important to historical discipline and that history is made up of different stories about the past. *Give simple descriptions of two opposing interpretations of an event or person, but are still inclined to look for the interpretation that is most 'true'. *Select and describe the key features of a historical interpretation and begin to talk about the messages that</p>	<p>order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z. * Make generalised references to provenance (e.g. 'sources from witnesses are more reliable'). *Use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose. *Use a small group of sources together to make simple inferences and present this as evidence.</p> <p><u>STRUCTURING & ORGANISING KNOWLEDGE</u> *Construct a descriptive narrative of the past with some development, but with little evidence of organisation.</p>	<p>this as evidence. Learners struggle to ask their own historically valid questions about sources or identify appropriate sets of sources.</p> <p><u>INTERPRETATIONS</u> *Select and describe the key features of a historical interpretation and begin to talk about the messages that it might send to the people viewing it. * Have a basic understanding that different interpretations (e.g. films, paintings, songs) are made to provide groups of people with a story about the past. * Select and describe the key features of a historical interpretation and begin to talk about the messages that it might send to the people viewing it. They have a basic understanding that different interpretations (e.g. films, paintings, songs) are made to provide groups of people with a story about the past but cannot explain purpose beyond this. * Select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to entertain, to inform, to persuade). They will understand that this is linked to who made the interpretations, but will not be able to go beyond simple statements.</p>
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				it might send to the people viewing it. *Have a basic understanding that different interpretations (e.g. films, paintings, songs) are made to provide groups of people with a story about the past.		THEMATIC HISTORY: *Understand what thematic history is and how the approach differs from other approaches.
Themes	<p>Week 1 Chronological terms/Overview British history timeline (periods)/Locating the Anglo-Saxons in an overview of British History/Early Medieval period focus</p> <p>Week 2 What we know about the Anglo-Saxons/How we know: Surviving buildings, artefacts, archaeology, written accounts</p> <p>Week 3 What is a monarch?/Contenders to the throne in 1066</p> <p>Week 4 Battle of Stamford Bridge/Harold's army and its condition after Stamford Bridge</p> <p>Week 5 Composition of William's army/The Battle of Hastings/Accounts of the battle/The verdicts of historians on what caused the outcome</p> <p>Week 6 Use of 'terror' to establish control: the Harrying of the North/Norman Castles</p> <p>Week 7 Cultural changes (e.g. language)/Feudal system/Domesday Book</p>	<p>Week 1 Medieval views of the afterlife (heaven, hell and purgatory)/Ways of improving chances of getting to heaven: good works, pilgrimages, the power of prayer, saints/Effects on everyday life</p> <p>Week 2 Role of priests in daily life/Why people became monks & nuns/Lives of monks and nuns and their effect on local communities, to include caring for the sick and praying for the dead</p> <p>Week 3 Influence of religion on medieval ideas: crime, science and medicine, warfare, the structure of society/ Architecture</p> <p>Week 4 Relationship between Henry II and Thomas Becket/Relationship between Church and state/Argument over the power of the Church</p> <p>Week 5 Story of the murder of Thomas Becket/Possible reasons for the murder</p> <p>Week 6 Synthesises learning – how religion links to individuals and to the power of institutions/Who had more</p>	<p>Week 1 The rise of Islam/Key features of Islamic civilisation</p> <p>Week 2 Who were the Byzantines?/Threats to the Byzantine Empire – expansion of Islamic world/Significance of Jerusalem/Geography of Byzantine Empire and the Middle East</p> <p>Week 3 Reasons people joined the First Crusade/Events and consequences of the First Crusade</p> <p>Week 4 Foundation and survival of the Kingdom of Jerusalem/Crusader States/Crusader Castles/Templars and Hospitallers</p> <p>Week 5 Saladin – personality and aims/Jihad and the unification of the Arab world/The Muslim conquest of Jerusalem</p> <p>Week 6 Timeline of 12th century/Role of individual leaders (including Richard I)/Assessment of whether the Crusades changed the Holy Land</p>	<p>Week 1 England's medieval monarchs (1066–1485)/Chronology/Compare the fates of each – how many were killed/deposed/passed on the crown to an heir</p> <p>Week 2 Claims of Matilda and Stephen/Their personal qualities and fitness to rule/Civil War (during the period of anarchy) and its outcome</p> <p>Week 3 Story of Eleanor of Aquitaine/Her accomplishments, influence and limitations</p> <p>Week 4 Reasons John was unpopular/The rebellion and Magna Carta/Significance of Magna Carta</p> <p>Week 5 Background to Edward I/Why Edward I was a popular monarch/English takeover of Wales/Owain Glyndwr</p> <p>Week 6 Edward I's Welsh Castles/The evolution of castles and castle design</p> <p>Week 7 Why Scotland was a challenge to English kings/Edward I and Scotland/Edward II, Robert the Bruce and the Battle of</p>	<p>Week 1 Origins of the Black Death/Spread of Black Death/Medieval explanation</p> <p>Week 2 Symptoms of Black Death/Prevention and treatment</p> <p>Week 3 Effect on towns and villages/Mortality rates (in different areas)/Short term impacts – burial problems, abandoned villages, shortages of supplies</p> <p>Week 4 Reminder about feudal system/Impact of the Black Death on farms & wages/The reaction of peasants to the changing circumstances/The reaction of the nobles and the crown</p> <p>Week 5 Key events and features of the Peasants' Revolt</p> <p>Week 6 The suppression of the revolt and punishment of the rebels/Continuation of many laws and policies/Curtailing of foreign policy due to problems raising taxes/The decline of serfdom and rise in rural wages – the extent to which this was connected to the revolt</p>	<p>Week 1 Introduction to Thematic History – look at chronology to be covered/Early migration to Britain (Celtic)/Reasons for Roman invasion/Impact on the Celts and resistance to Roman rule (Boudicca)</p> <p>Week 2 Who the Angles and Saxons were/Reasons why people moved to Britain/Impact of Angle and Saxon migration on Celts/How we know about the impact on the Celts</p> <p>Week 3 Viking settlement of Britain and the Danelaw/Reasons why Vikings started to settle in Britain/Alfred the Great/Other Viking migrations – Normandy, Ireland, Ukraine/Put Norman Conquest of England into big sweep of Viking migrations</p> <p>Week 4 How big a factor was religion in causing migration to and from Britain?/Jewish migration, expulsion and return/St Bartholomew's Day massacre and the Huguenots/Puritans and the Mayflower</p> <p>Week 5 The extent to which economics was a factor in causing migration to and from</p>

	<p>understand, accept, respect and celebrate diversity, as shown in by their attitudes towards different religious, ethnic and social-economic groups in the local, national and global communities.</p> <p>Cultural: Understanding and appreciating personal influences.</p> <p>Pupils’ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.</p> <p>Moral: Developing and expressing personal views or values.</p> <p>Pupils’ interest and offering reasoned views about, moral and ethical issues.</p> <p>Moral: investigating moral and ethical issues.</p> <p>Pupils’ interest and offering reasoned views about, moral and ethical issues.</p> <p>Moral: Recognising right and wrong and applying it.</p> <p>Pupils’ ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.</p> <p>Moral: Understanding the consequences of actions.</p> <p>Pupils’ understanding of the consequences of their actions.</p> <p>Social: Understanding how communities and societies function.</p> <p>Pupils’ interest in and understanding of the way communities and societies function at a variety of levels.</p> <p>Spiritual: Experiencing</p>	<p>understand, accept, respect and celebrate diversity, as shown in by their attitudes towards different religious, ethnic and social-economic groups in the local, national and global communities.</p> <p>Cultural: Understanding and appreciating personal influences.</p> <p>Pupils’ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.</p> <p>Moral: Developing and expressing personal views or values.</p> <p>Pupils’ interest and offering reasoned views about, moral and ethical issues.</p> <p>Moral: investigating moral and ethical issues.</p> <p>Pupils’ interest and offering reasoned views about, moral and ethical issues.</p> <p>Moral: Recognising right and wrong and applying it.</p> <p>Pupils’ ability to 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their interest in and respect for different people’s feelings and values.</p> <p>Spiritual: Using imagination and creativity in learning.</p>	<p>understand, accept, respect and celebrate diversity, as shown in by their attitudes towards different religious, ethnic and social-economic groups in the local, national and global communities.</p> <p>Cultural: Understanding and appreciating personal influences.</p> <p>Pupils’ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.</p> <p>Moral: Developing and expressing personal views or values.</p> <p>Pupils’ interest and offering reasoned views about, moral and ethical issues.</p> <p>Moral: investigating moral and ethical issues.</p> <p>Pupils’ interest and offering reasoned views about, moral and ethical issues.</p> <p>Moral: Moral codes and models of moral virtue.</p> <p>Pupils’ interest and offering reasoned views about, moral and ethical issues.</p> <p>Moral: Recognising right and wrong and applying it.</p> <p>Pupils’ ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.</p> <p>Moral: Understanding the consequences of actions.</p> <p>Pupils’ understanding of the consequences of their actions.</p> <p>Social: Understanding how communities and societies function.</p>
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Pupils' willingness to reflect on their experiences.</p> <p>Spiritual: Experiencing fascination, awe and wonder. Pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.</p> <p>Spiritual: Exploring the values and beliefs of others. Pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.</p> <p>Spiritual: Understanding human feelings and emotions. Pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.</p> <p>Spiritual: Using imagination and creativity in learning. 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Enable students to distinguish right from wrong and to respect the civil and criminal law of England</p> <p>Civil and criminal law: Safety of the individual. Demonstrate an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p> <p>Civil and criminal law: Executive and judiciary Demonstrate an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.</p> <p>Democracy: Democratic process Encourage respect for democracy and support for participation in the democratic processes,</p>	<p>Pupils' use of imagination and creativity in their learning.</p> <p>Democracy: Democratic process Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England and demonstrate an understanding of how citizens can influence decision-making through the democratic process.</p> <p>Democracy: Freedom of choice Demonstrate an understanding that the freedom to choose and hold other faiths and beliefs is protected in law.</p> <p>Democracy: Combatting discrimination Demonstrate an understanding of the importance of identifying and combatting discrimination.</p>	<p>Pupils' interest in and understanding of the way communities and societies function at a variety of levels.</p> <p>Spiritual: Developing personal values and beliefs. Pupils' willingness to reflect on their experiences.</p> <p>Spiritual: Experiencing fascination, awe and wonder. Pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.</p> <p>Spiritual: Exploring the values and beliefs of others. Pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.</p> <p>Spiritual: Understanding human feelings and emotions. Pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.</p> <p>Spiritual: Using imagination and creativity in learning. Pupils' use of imagination and creativity in their learning.</p> <p>Civil and criminal law: Right and wrong. Enable students to distinguish right from wrong and to respect the civil and criminal law of England</p> <p>Civil and criminal law: Safety of the individual. Demonstrate an appreciation</p>
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				<p>including respect for the basis on which the law is made and applied in England and demonstrate an understanding of how citizens can influence decision-making through the democratic process.</p> <p>Democracy: Freedom of choice Demonstrate an understanding that the freedom to choose and hold other faiths and beliefs is protected in law.</p> <p>Democracy: Combatting discrimination Demonstrate an understanding of the importance of identifying and combatting discrimination.</p>		<p>that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p> <p>Public institutions and services. What is offered. Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.</p> <p>Democracy: Democratic process Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England and demonstrate an understanding of how citizens can influence decision-making through the democratic process.</p> <p>Democracy: Freedom of choice Demonstrate an understanding that the freedom to choose and hold other faiths and beliefs is protected in law.</p> <p>Democracy: Combatting discrimination Demonstrate an understanding of the importance of identifying and combatting discrimination.</p>
ASSESSMENTS	<p>Causation: <i>Why did King Harold lose the battle of Hastings?</i> Evidence: <i>What two inferences can you make from this source?</i></p>	<p>Evidence: <i>Give two things you can infer reliably from the source about the popularity of the medieval Church</i> Analytical narrative: <i>Write a narrative account of the events in the years 1162-70 leading up to Thomas</i></p>	<p>Evidence: <i>How reliable is the source for an enquiry into how Baldwin became ruler of Odessa?</i> Change & continuity: <i>Explain one way in which the fighting in the crusades at the end of the 11th century was similar to</i></p>	<p>Interpretation: <i>Analyse an interpretation of Queen Matilda or Eleanor of Aquitaine</i> Causation: <i>Explain why Edward I was able to take over Wales OR Why did King John quarrel with the barons?</i></p>	<p>Evidence: <i>Explain why medieval physicians were unable to prevent or cure the Black Death</i> Change: <i>How far did England change after the Black Death?</i></p>	<p>Chronology: <i>Describe the historical context of the Viking attack on Lindisfarne, the Anglo-Saxon period, Boudicca's revolt, Christianity's arrival in England and when Beowulf was composed</i></p>

		<i>Becket's murder</i>	<i>the fighting at the end of the 12th century</i>			Interpretation: <i>Read the two interpretations provided and a) identify what they are saying about migration and b) the purpose of each article</i>
Out of school learning	N/A	N/A	N/A	N/A	N/A	N/A

LINK TO RESOURCES: