## Scheme of Work

## History

## YEAR 7

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

	simple timeline of periods	between information about	by individuals, rather than	accuracy or linking to	order to support their claims,	this as evidence. Learners
	that they have studied.	the past and evidence that	being the event or individual	chronology.	i.e. I can suggest that X was	struggle to ask their own
	that they have studied.	historians extract from	themselves.	*Describe change using	important because of	historically valid questions
	EVIDENCE		themselves.	5 5	evidence Y and Z.	about sources or identify
	*Understand that sources are	sources through a process of	CURONOLOCY	features of the period or		'
		interrogation in order to	CHRONOLOGY	periods that they are	* Make generalised	appropriate sets of sources.
	used by historians to find out	support their claims, i.e. I can	*Use their understanding of	studying. They understand	references to provenance	
	about the past.	suggest that X was important	chronological terms to	that change often happens as	(e.g. 'sources from witnesses	INTERPRETATIONS
	*Appreciate that historians	because of evidence Y and Z.	construct timelines over short	a result of events or actions	are more reliable').	*Select and describe the key
	need to interrogate sources	*Make generalised references	and long periods of history.	by individuals, rather than	*Use sources to make simple	features of a historical
	to work out what happened	to provenance (e.g. 'sources		being the event or individual	inferences about the past and	interpretation and begin to
	in the past.	from witnesses are more	EVIDENCE	themselves.	are beginning to understand	talk about the messages that
	*Know that historians use	reliable').	*Appreciate that historians	*Show a basic understanding	that historians gather	it might send to the people
	sources with the benefit of		need to interrogate sources	that not all changes that take	evidence by interrogating	viewing it.
	hindsight. Learners comment		to work out what happened	place are as important as	information with a particular	* Have a basic understanding
	on the reliability of sources		in the past.	each other.	purpose.	that different interpretations
	('biased' may be used as a		*Make generalised references		*Use a small group of sources	(e.g. films, paintings, songs)
	catch-all term).		to provenance (e.g. 'sources	EVIDENCE	together to make simple	are made to provide groups
			from witnesses are more	*Comment on the reliability	inferences and present this as	of people with a story about
	HISTORICAL VOCABULARY		reliable').	of sources ('biased' may be	evidence.	the past.
	*Remember a range of		*Distinguish between	used as a catch-all term) but		* Select and describe the key
	historically relevant		information about the past	have little understanding of	STRUCTURING &	features of a historical
	vocabulary within a given		and evidence that historians	how historians build an	ORGANISING KNOWLEDGE	interpretation and begin to
	historical period (e.g. Norman		extract from sources through	evidence picture.	*Construct a descriptive	talk about the messages that
	England) and can use it to		a process of interrogation in	*Make generalised references	narrative of the past with	it might send to the people
	describe the period.		order to support their claims,	to provenance (e.g. 'sources	some development, but with	viewing it. They have a basic
			i.e. I can suggest that X was	from witnesses are more	little evidence of	understanding that different
	INTERPRETATIONS		important because of	reliable').	organisation.	interpretations (e.g. films,
	*Pick out simple differences		evidence Y and Z.			paintings, songs) are made to
	in accounts of the past.		*Use sources to make simple	INTERPRETATIONS		provide groups of people with
	*Give simple descriptions of		inferences about the past and	*Recognise that the		a story about the past but
	two opposing interpretations		are beginning to understand	arguments that people have		cannot explain purpose
	of an event or person, but are		that historians gather	had about the past are		beyond this.
	still inclined to look for the		evidence by interrogating	important to historical		* Select and describe the key
	interpretation that is most		information with a particular	discipline and that history is		features of a variety of
	'true'.		purpose.	made up of different stories		interpretations (e.g. visual,
				about the past.		written, spoken) and explain
			SIGNIFICANCE	*Give simple descriptions of		the reasons for their
			*Understanding of	two opposing interpretations		construction (e.g. to
			significance and why a person	of an event or person, but are		entertain, to inform, to
			or event e.g. the founding of	still inclined to look for the		persuade). They will
			the Kingdom of Jerusalem,	interpretation that is most		understand that this is linked
			might be significant or not.	'true'.		to who made the
			*Understand what might	*Select and describe the key		interpretations, but will not
			make a change significant.	features of a historical		be able to go beyond simple
				interpretation and begin to		statements.
				talk about the messages that		
L				the about the messages that		

				it might send to the people		THEMATIC HISTORY:
				viewing it.		*Understand what thematic
				*Have a basic understanding		history is and how the
				that different interpretations		approach differs from other
				(e.g. films, paintings, songs)		approaches.
				are made to provide groups		
				of people with a story about		
				the past.		
Themes	Week 1	Week 1	Week 1	Week 1	Week 1	Week 1
	Chronological	Medieval views of the	The rise of Islam/Key features	England's medieval monarchs	Origins of the Black	Introduction to Thematic
	terms/Overview British	afterlife (heaven, hell and	of Islamic civilisation	(1066–	Death/Spread of Black	History – look at chronology
	history timeline	purgatory)/Ways of	Week 2	1485)/Chronology/Compare	Death/Medieval explanation	to be covered/Early migration
	(periods)/Locating the Anglo-	improving chances of getting	Who were the	the fates of each – how many	S	to Britain (Celtic)/Reasons for
	Saxons in an overview of	to heaven: good works,	Byzantines?/Threats to the	were killed/deposed/passed	Week 2	Roman invasion/Impact on
	British History/Early Medieval	pilgrimages, the power of	Byzantine Empire – expansion	on the crown to an heir	Symptoms of Black	the Celts and resistance to
	period focus	prayer, saints/Effects on	of Islamic world/Significance	Week 2	Death/Prevention and	Roman rule (Boudicca)
	Week 2	everyday life	of Jerusalem/Geography of	Claims of Matilda and	treatment	Week 2
	What we know about the	Week 2	Byzantine Empire and the	Stephen/Their personal	Week 3	Who the Angles and Saxons
	Anglo-Saxons/How we know:	Role of priests in daily	Middle East	qualities and fitness to	Effect on towns and	were/Reasons why people
	Surviving buildings, artefacts,	life/Why people became	Week 3	rule/Civil War (during the	villages/Mortality rates (in	moved to Britain/Impact of
	archaeology, written accounts	monks & nuns/Lives of monks	Reasons people joined the	period of anarchy) and its	different areas)/Short term	Angle and Saxon migration o
	Week 3	and nuns and their effect on	First Crusade/Events and	outcome	impacts – burial problems,	Celts/How we know about
	What is a	local communities, to include	consequences of the First	Week 3	abandoned villages, shortages	the impact on the Celts
	monarch?/Contenders to the	caring for the sick and praying	Crusade	Story of Eleanor of	of supplies	Week 3
	throne in 1066	for the dead	Week 4	Aquitaine/Her	Week 4	Viking settlement of Britain
	Week 4	Week 3	Foundation and survival of	accomplishments, influence	Reminder about feudal	and the Danelaw/Reasons
	Battle of Stamford	Influence of religion on	the Kingdom of	and limitations	system/Impact of the Black	why Vikings started to settle
	Bridge/Harold's army and its	medieval ideas: crime,	Jerusalem/Crusader	Week 4	Death on farms & wages/The	in Britain/Alfred the
	condition after Stamford	science and medicine,	States/Crusader	Reasons John was	reaction of peasants to the	Great/Other Viking
	Bridge	warfare, the structure of	Castles/Templars and	unpopular/The rebellion and	changing circumstances/The	migrations – Normandy,
	Week 5	society/ Architecture	Hospitallers	Magna Carta/Significance of	reaction of the nobles and the	Ireland, Ukraine/Put Normar
	Composition of William's	Week 4	Week 5	Magna Carta	crown	Conquest of England into big
	army/The Battle of	Relationship between Henry II	Saladin – personality and	Week 5	Week 5	sweep of Viking migrations
	Hastings/Accounts of the	and Thomas	aims/Jihad and the unification	Background to Edward I/Why	Key events and features of	Week 4
	battle/The verdicts of	Becket/Relationship between	of the Arab world/The	Edward I was a popular	the Peasants' Revolt	How big a factor was religior
	historians on what caused the	Church and state/Argument	Muslim conquest of	monarch/English takeover of	Week 6	in causing migration to and
	outcome	over the power of the Church	Jerusalem	Wales/Owain Glyndwr	The suppression of the revolt	from Britain?/Jewish
	Week 6	Week 5	Week 6	Week 6	and punishment of the	migration, expulsion and
	Use of 'terror' to establish	Story of the murder of	Timeline of 12th century/Role	Edward I's Welsh Castles/The	rebels/Continuation of many	return/St Bartholomew's Da
	control: the Harrying of the	Thomas Becket/Possible	of individual leaders	evolution of castles and castle	laws and policies/Curtailing of	massacre and the
	North/Norman Castles	reasons for the murder	(including Richard	design	foreign policy due to	Huguenots/Puritans and the
	Week 7	Week 6	I)/Assessment of whether the	Week 7	problems raising taxes/The	Mayflower
	Cultural changes (e.g.	Synthesises learning – how	Crusades changed the Holy	Why Scotland was a challenge	decline of serfdom and rise in	Week 5
	language)/Feudal	religion links to individuals	Land	to English kings/Edward I and	rural wages – the extent to	The extent to which
	system/Domesday Book	and to the power of		Scotland/Edward II, Robert	which this was connected to	economics was a factor in
	, , , ,	institutions/Who had more		the Bruce and the Battle of	the revolt	causing migration to and fro

		power over people's lives? The church or the state?/Limits of the power of the Church – people (including priests) still lived un-Christian lives, held non- Christian superstitions, kings defied the Church		Bannockburn, 1314/Edward III, the Auld Alliance and the Battle of Neville's Cross		Britain/Treatment of Irish immigrants in 1840s/Experiences of Windrush generation migrants/Political reaction to migrants in 1960s – Rivers of Blood speech <b>Week 6</b> How the reasons for migration have changed over time/Short term impact of key migrations/Long term influence of migrant groups on British society
Challenge	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group
Support	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group
Literacy focus	Reading & comprehension Origins of the English language Planning and structuring essay Inferences	Reading & comprehension Narrative accounts	Reading & comprehension Reliability Provenance Similarity & difference	Reading & comprehension Interpretation – In/Out/Impression/Message Planning and structuring essay	Reading & comprehension Planning and structuring essay	Reading & comprehension Anglo Saxon contribution to Language & culture
Numeracy focus	Chronology Timelines	Chronology Timelines	Chronology Timelines Islamic Maths; Hindu & Greek inheritance	Chronology Timelines	Chronology Timelines	Chronology Timelines
Cross- curricular links	Citizenship – UK diversity Geography – Settlement	Citizenship - Government RE – Catholicism	Citizenship – community cohesions Geography – Muslim maps RE – Islam & Christianity Science – Islamic medicine	Citizenship – gender equality & UK development/government	Citizenship - democracy RE – medieval religion Science - medicine	Citizenship – migration & community cohesion Geography – settlement RE – Norse religion & Christainity; Jewish persecution; reformation
SMSC & MBV	Cultural: Exploring, understanding and respecting diversity. Pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they	Cultural: Exploring, understanding and respecting diversity. Pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they	Cultural: Exploring, understanding and respecting diversity. Pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they	Cultural: Exploring, understanding and respecting diversity. Pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they	Cultural: Exploring, understanding and respecting diversity. Pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they	Cultural: Exploring, understanding and respecting diversity. Pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they

·			1	1	1	1
	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.					
	Cultural: Understanding and					
	appreciating personal					
	influences.	influences.	influences.	influences.	influences.	influences.
	Pupils' understanding and					
	appreciation of the wide					
	range of cultural influences					
	that have shaped their own					
	heritage.	heritage.	heritage.	heritage.	heritage.	heritage.
	Moral: Developing and					
	expressing personal views or					
	values.	values.	values.	values.	values.	values.
	Pupils' interest and offering					
	reasoned views about, moral					
	and ethical issues.					
	Moral: investigating moral	Moral: investigating moral	Moral: Recognising right and	Moral: investigating moral	Social: Understanding how	Moral: investigating moral
	and ethical issues.	and ethical issues.	wrong and applying it.	and ethical issues.	communities and societies	and ethical issues.
	Pupils' interest and offering	Pupils' interest and offering	Pupils' ability to recognise the	Pupils' interest and offering	function.	Pupils' interest and offering
	reasoned views about, moral	reasoned views about, moral	difference between right and	reasoned views about, moral	Pupils' interest in and	reasoned views about, moral
	and ethical issues.	and ethical issues.	wrong and their readiness to	and ethical issues.	understanding of the way	and ethical issues.
	Moral: Recognising right and	Moral: Recognising right and	apply this understanding in	Moral: Recognising right and	communities and societies	Moral: Moral codes and
	wrong and applying it.	wrong and applying it.	their own lives.	wrong and applying it.	function at a variety of levels.	models of moral virtue.
	Pupils' ability to recognise the	Pupils' ability to recognise the	Social: Understanding how	Pupils' ability to recognise the	Spiritual: Experiencing	Pupils' interest and offering
	difference between right and	difference between right and	communities and societies	difference between right and	fascination, awe and	reasoned views about, moral
	wrong and their readiness to	wrong and their readiness to	function.	wrong and their readiness to	wonder.	and ethical issues.
	apply this understanding in	apply this understanding in	Pupils' interest in and	apply this understanding in	Pupils' sense of enjoyment	Moral: Recognising right and
	their own lives.	their own lives.	understanding of the way	their own lives.	and fascination in learning	wrong and applying it.
	Moral: Understanding the	Moral: Understanding the	communities and societies	Social: Understanding how	about themselves, others and	Pupils' ability to recognise the
	consequences of actions.	consequences of actions.	function at a variety of levels.	communities and societies	the world around them,	difference between right and
	Pupils' understanding of the	Pupils' understanding of the	Spiritual: Experiencing	function.	including the intangible.	wrong and their readiness to
	consequences of their	consequences of their	fascination, awe and	Pupils' interest in and	Spiritual: Exploring the	apply this understanding in
	actions.	actions.	wonder.	understanding of the way	values and beliefs of others.	their own lives.
	Social: Understanding how	Social: Understanding how	Pupils' sense of enjoyment	communities and societies	Pupils' beliefs, religious or	Moral: Understanding the
	communities and societies	communities and societies	and fascination in learning	function at a variety of levels.	otherwise, which inform their	consequences of actions.
	function.	function.	about themselves, others and	Spiritual: Experiencing	perspective on life and their	Pupils' understanding of the
		Pupils' interest in and	the world around them,			
	Pupils' interest in and		,	fascination, awe and wonder.	interest in and respect for	consequences of their
	understanding of the way	understanding of the way	including the intangible.		different people's feelings	actions.
	communities and societies	communities and societies	Spiritual: Exploring the	Pupils' sense of enjoyment	and values.	Social: Understanding how
	function at a variety of levels.	function at a variety of levels.	values and beliefs of others.	and fascination in learning	Spiritual: Using imagination	communities and societies
	Spiritual: Experiencing	Spiritual: Developing	Pupils' beliefs, religious or	about themselves, others and	and creativity in learning.	function.

fascination, awe and	personal values and beliefs.	otherwise, which inform their	the world around them,	Pupils' use of imagination and	Pupils' interest in and
wonder.	Pupils' willingness to reflect	perspective on life and their	including the intangible.	creativity in their learning.	understanding of the way
Pupils' sense of enjoyment	on their experiences.	interest in and respect for	Spiritual: Exploring the	Democracy: Democratic	communities and societies
and fascination in learning	Spiritual: Experiencing	different people's feelings	values and beliefs of others.	process	function at a variety of levels.
about themselves, others a	d fascination, awe and	and values.	Pupils' beliefs, religious or	Encourage respect for	Spiritual: Developing
the world around them,	wonder.	Spiritual: Using imagination	otherwise, which inform their	democracy and support for	personal values and beliefs.
including the intangible.	Pupils' sense of enjoyment	and creativity in learning.	perspective on life and their	participation in the	Pupils' willingness to reflect
Spiritual: Exploring the	and fascination in learning	Pupils' use of imagination and	interest in and respect for	democratic processes,	on their experiences.
values and beliefs of others	about themselves, others and	creativity in their learning.	different people's feelings	including respect for the basis	Spiritual: Experiencing
Pupils' beliefs, religious or	the world around them,	Democracy: Combatting	and values.	on which the law is made and	fascination, awe and
otherwise, which inform the	ir including the intangible.	discrimination	Spiritual: Using imagination	applied in England and	wonder.
perspective on life and their	Spiritual: Exploring the	Demonstrate an	and creativity in learning.	demonstrate an	Pupils' sense of enjoyment
interest in and respect for	values and beliefs of others.	understanding of the	Pupils' use of imagination and	understanding of how citizens	and fascination in learning
different people's feelings	Pupils' beliefs, religious or	importance of identifying and	creativity in their learning.	can influence decision-making	about themselves, others an
and values.	otherwise, which inform their	combatting discrimination.	Civil and criminal law: Right	through the democratic	the world around them,
Spiritual: Understanding	perspective on life and their	5	and wrong.	process.	including the intangible.
human feelings and	interest in and respect for		Enable students to distinguish	Democracy: Freedom of	Spiritual: Exploring the
emotions.	different people's feelings		right from wrong and to	choice	values and beliefs of others.
Pupils' beliefs, religious or	and values.		respect the civil and criminal	Demonstrate an	Pupils' beliefs, religious or
otherwise, which inform the			law of England	understanding that the	otherwise, which inform the
perspective on life and their			Civil and criminal law: Safety	freedom to choose and hold	perspective on life and their
interest in and respect for	emotions.		of the individual.	other faiths and beliefs is	interest in and respect for
different people's feelings	Pupils' beliefs, religious or		Demonstrate an appreciation	protected in law.	different people's feelings
and values.	otherwise, which inform their		that living under the rule of	Democracy: Combatting	and values.
Spiritual: Using imagination			law protects individual	discrimination	Spiritual: Understanding
and creativity in learning.	interest in and respect for		citizens and is essential for	Demonstrate an	human feelings and
Pupils' use of imagination a			their wellbeing and safety.	understanding of the	emotions.
creativity in their learning.	and values.		Civil and criminal law:	importance of identifying and	Pupils' beliefs, religious or
Civil and criminal law: Righ			Executive and judiciary	combatting discrimination.	otherwise, which inform the
and wrong.	and creativity in learning.		Demonstrate an		perspective on life and their
Enable students to distingui			understanding that there is a		interest in and respect for
right from wrong and to	creativity in their learning.		separation of power between		different people's feelings
respect the civil and crimina	, ,		the executive and the		and values.
law of England			judiciary, and that while some		Spiritual: Using imagination
			public bodies such as the		and creativity in learning.
			police and the army can be		Pupils' use of imagination an
			held to account through		creativity in their learning.
			Parliament, others such as		Civil and criminal law: Right
			the courts maintain		and wrong.
			independence.		Enable students to distinguis
			Democracy: Democratic		right from wrong and to
			process		respect the civil and criminal
			Encourage respect for		law of England
			democracy and support for		Civil and criminal law: Safety
			participation in the		of the individual.
			paracipation in the	1	

				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. <b>Democracy: Freedom of</b> <b>choice</b> Demonstrate an understanding that the freedom to choose and hold other faiths and beliefs is protected in law. <b>Democracy: Combatting</b> <b>discrimination</b> Demonstrate an understanding of the importance of identifying and combatting discrimination.		that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. <b>Public institutions and services. What is offered.</b> Enable students to acquire a broad general knowledge of and respect for public institutions and services in England. <b>Democracy: Democratic</b> <b>process</b> 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. <b>Democracy: Freedom of</b> <b>choice</b> Demonstrate an understanding that the freedom to choose and hold other faiths and beliefs is protected in law. <b>Democracy: Combatting</b> <b>discrimination</b> Demonstrate an understanding of the importance of identifying and combatting discrimination.
ASSESSMENTS	Causation: Why did King Harold lose the battle of Hastings? Evidence: What two	Evidence: Give two things you can infer reliably from the source about the popularity of the medieval Church	Evidence: How reliable is the source for an enquiry into how Baldwin became ruler of Odessa?	Interpretation: Analyse an interpretation of Queen Matilda or Eleanor of Aquitaine	Evidence: Explain why medieval physicians were unable to prevent or cure the Black Death	Chronology: Describe the historical context of the Viking attack on Lindisfarne, the Anglo-Saxon period,
	inferences can you make from this source?	Analytical narrative: Write a narrative account of the events in the years 1162-70 leading up to Thomas	Change & continuity: Explain one way in which the fighting in the crusades at the end of the 11 <sup>th</sup> century was similar to	Causation: Explain why Edward I was able to take over Wales OR Why did King John quarrel with the barons?	Change: How far did England change after the Black Death?	Boudicca's revolt, Christianity's arrival in England and when Beowulf was composed

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

LINK TO RESOURCES: