

Year 7 KS3 History: Curriculum Matrix & Schemes of Work

Aligned with: "New Scheme of Work.docx" and "Assessment Overview.docx"

Unit 1: The Norman Conquest (Autumn 1)

Aspect	Details & Mapping
Weekly 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>
Key Concepts	<p>CAUSATION & CONSEQUENCE</p> <ul style="list-style-type: none">* 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>CHANGE & CONTINUITY</p> <ul style="list-style-type: none">* 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, but with little accuracy or linking to chronology.

CHRONOLOGY

* 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 simple timeline of periods studied.

EVIDENCE

* 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.

* Know that historians use sources with the benefit of hindsight. Comment on source reliability ('biased' used as a catch-all).

HISTORICAL VOCABULARY

* Remember a range of historically relevant vocabulary within a given historical period (e.g. Norman England) and use it to describe the period.

INTERPRETATIONS

* Pick out simple differences in accounts of the past.

* Give simple descriptions of two opposing interpretations but still inclined to look for the interpretation that is most 'true'.

Literacy & Numeracy

Literacy: Reading & comprehension • Origins of the English language • Planning and structuring essays • Inferences.

	Numeracy: Chronology • Timelines.
Cross-curricular / SMSC & MBV	<p>Cross-curricular: Citizenship (UK diversity) • Geography (Settlement).</p> <p>SMSC & MBV: <i>Cultural:</i> Exploring, understanding, and respecting diversity (religious, ethnic, socio-economic) in local, national, and global communities • Understanding and appreciating personal influences and heritage.</p> <p><i>Moral:</i> Developing and expressing reasoned views about moral and ethical issues.</p> <p><i>Civil & Criminal Law:</i> Enable students to distinguish right from wrong and to respect the civil and criminal law of England.</p>
End of Unit Assessments	<p>1. Causation Essay (12 marks): Why did William win the Battle of Hastings in 1066?</p> <p><i>Stimulus:</i> Feigned Retreat / The Shield Wall</p> <p>2. Source Analysis Inference (4 marks): Give two things you can learn from this source about the feudal system introduced after the Norman Conquest.</p>

Unit 2: Religion in Medieval England (Autumn 2)

Aspect	Details & Mapping
Weekly Themes	<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 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.</p>
<p>Key Concepts</p>	<p>ANALYTICAL NARRATIVE</p> <ul style="list-style-type: none"> * Understand what Analytical Narrative is in the context of the story of Becket. <p>CAUSATION & CONSEQUENCE</p> <ul style="list-style-type: none"> * 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 possible causes; may regard consequences as inevitable. * Categorise causes with some confidence and begin to recognise that these groupings of causal factors are interrelated (e.g. how a poor harvest affects both economy and society). <p>EVIDENCE</p> <ul style="list-style-type: none"> * Appreciate that historians need to interrogate sources to work out what happened in the past. * Comment on reliability ('biased' as a catch-all) but have little understanding of how historians build an evidence picture. * Distinguish between information about the past and evidence that historians extract from sources through interrogation to support claims (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>Literacy & Numeracy</p>	<p>Literacy: Reading & comprehension • Narrative accounts.</p>

	Numeracy: Chronology • Timelines.
Cross-curricular / SMSC & MBV	<p>Cross-curricular: Citizenship (Government) • RE (Catholicism).</p> <p>SMSC & MBV: Moral: Investigating moral and ethical issues • Recognising right and wrong and applying it • Understanding the consequences of actions.</p> <p>Social: Understanding how communities and societies function at a variety of levels.</p> <p>Spiritual: Experiencing fascination, awe, and wonder in learning about themselves, others, and the world around them • Exploring the beliefs and values of others • Understanding human feelings and emotions • Using imagination and creativity.</p>
End of Unit Assessments	<p>1. Change & Continuity Essay (16 marks + 4 marks for SPaG): “Religion was the most important thing in a medieval person's life.” How far do you agree?</p> <p><i>Stimulus:</i> Doom Paintings / The Tithe</p> <p>2. Analytical Narrative (8 marks): Write a narrative account of the events that led to the murder of Thomas Becket.</p>

Unit 3: The Crusades (Spring 1 - Expedited)

Aspect	Details & Mapping
Weekly Themes	<p>Week 1: The First Crusade – Call, Motives, and Conquest (1095–1099)</p> <p><i>Focuses on the catalyst of the movement, the diverse motivations of the Crusaders, and the initial violent impact of their arrival in the Levant.</i></p> <p>Week 2: Outremer – The Crusader States and Their Survival (1100–1180s)</p> <p><i>Explores how the conquerors attempted to rule a diverse, majority-Muslim population, and how they adapted to survive in a hostile environment.</i></p>

	<p>Week 3: Saladin and the Fall of Jerusalem (1180s–1187)</p> <p><i>Week 4: The Third Crusade and the Legacy of Conflict (1189–1192)</i></p> <p><i>Covers the dramatic clash of individual leaders, the resolution of the war, and a final critical assessment of the era's impact.</i></p>
<p>Key Concepts</p>	<p>CAUSATION & CONSEQUENCE</p> <ul style="list-style-type: none"> * Understand consequence as the fixed result of all possible causes; may regard consequences as inevitable. * Understand that events have consequences as well as causes; describe in simple terms one or more consequences in isolation from others. <p>CHANGE & CONTINUITY</p> <ul style="list-style-type: none"> * Identify and describe historical changes, but view changes as events that took place and continuity simply as the absence of change. * Describe broad historical developments/trends, 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. Understand that change often happens as a result of events or actions by individuals, rather than being the event/individual themselves. <p>CHRONOLOGY</p> <ul style="list-style-type: none"> * Use understanding of chronological terms to construct timelines over short and long periods of history. <p>EVIDENCE</p> <ul style="list-style-type: none"> * Appreciate that historians need to interrogate sources.

	<ul style="list-style-type: none"> * Make generalised references to provenance (e.g. ‘sources from witnesses are more reliable’). * Distinguish between information and evidence extracted through interrogation to support claims. * Use sources to make simple inferences; begin to understand that historians gather evidence with a particular purpose. <p>SIGNIFICANCE</p> <ul style="list-style-type: none"> * Understand 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.
Literacy & Numeracy	<p>Literacy: Reading & comprehension • Reliability • Provenance • Similarity & difference.</p> <p>Numeracy: Chronology • Timelines • Cross-cultural legacy (Islamic Maths; Hindu & Greek inheritance).</p>
Cross-curricular / SMSC & MBV	<p>Cross-curricular: Citizenship (Community cohesion) • Geography (Muslim maps) • RE (Islam & Christianity) • Science (Islamic medicine).</p> <p>SMSC & MBV: <i>Cultural:</i> Exploring, understanding, and respecting cultural diversity • Understanding and appreciating cultural influences on personal heritage.</p> <p><i>Moral:</i> Developing and expressing personal views/values on historical conflicts.</p> <p><i>Social:</i> Understanding how societies and global communities function.</p> <p><i>Spiritual:</i> Exploring the beliefs and values of others.</p> <p><i>Democracy:</i> Demonstrating an understanding of the importance of identifying and combatting discrimination.</p>
End of Unit Assessments	<p>1. Interpretations (Utility) (8 marks): How useful is Source A for an enquiry into how Baldwin became ruler of Edessa?</p>

2. Causation Essay (12 marks): Explain why the First Crusade began.

Stimulus: Pope Urban II / The Holy Land

Unit 4: Problems of Medieval Monarchs (Spring 2 - Expedited Focus)

*Note: In accordance with **New Scheme of Work.docx**, this unit has been compressed and expedited to start directly with King John. This establishes a tight narrative and financial link back to the Third Crusade (Spring 1) and a direct logical pathway to the Magna Carta and the Black Death (Summer 1), removing the non-essential weeks on Stephen/Matilda, Eleanor of Aquitaine, Edward I, and Scotland.*

Aspect	Details & Mapping
Weekly Themes	<p>Week 1: The Inherited Crisis – Richard’s Legacy and John’s Accession (1199–1204)</p> <p><i>Establishes the fragile state of the English monarchy at John's accession, connecting the financial strains of the Third Crusade to the loss of ancestral French lands.</i></p> <p>Week 2: Royal Overreach, Scutage, and the Road to Rebellion (1204–1214)</p> <p><i>Explores how John’s increasingly desperate and arbitrary financial demands to fund his campaigns in France pushed his relationship with the barons to a breaking point.</i></p> <p>Week 3: Rebellion, Runnymede, and the Magna Carta (1215)</p> <p><i>Focuses on the outbreak of civil war, the dramatic confrontation at Runnymede, and a critical analysis of the charter itself as a physical document of compromise. It is vital to teach that Clause 39's protection of the "free man" (liber homo) excluded the unfree peasantry (serfs and villeins), who comprised roughly 80% of the contemporary English population.).</i></p> <p>Week 4: War, Death, and the Legacy of the Charter (1215–1216 & Beyond)</p> <p><i>Examines the immediate failure of the peace treaty, the resulting civil war, and the historic transformation of the Magna Carta from a dead letter into the cornerstone of constitutional law.</i></p>

Key Concepts**CHRONOLOGY**

- * Use terms like year, decade, or century accurately.
- * Fit chronological knowledge into a simple structure of historical understanding (e.g., placing the signing of the Magna Carta in 1215 during the early 13th century).

CAUSATION & CONSEQUENCE

- * Identify a range of financial, political, and personal causes of King John's unpopularity.
- * Categorise causes (e.g., short-term triggers vs. long-term economic grievances) with confidence.
- * Link categories of causes to form a coherent causal explanation of why the barons rebelled.

CHANGE & CONTINUITY

- * Describe change in kingship using features of the Angevin period.
- * Show an understanding of how the Magna Carta initiated a significant, long-term shift in the balance of power between the King and the political nation.

EVIDENCE

- * Make generalised references to the provenance of medieval chroniclers.
- * Interrogate medieval accounts of John's character (such as Roger of Wendover) to separate bias and rumour from historical evidence.

INTERPRETATIONS

- * Recognise that history consists of different stories about King John.
- * Select and describe the key features of historical interpretations (e.g., the Victorian "Bad King John" myth versus modern revisionist

	views).
Literacy & Numeracy	<p>Literacy: Reading & comprehension • Interpretation analysis (In/Out/Impression/Message) • Planning and structuring causation and significance essays.</p> <p>Numeracy: Chronology • Timelines.</p>
Cross-curricular / SMSC & MBV	<p>Cross-curricular: Citizenship (Gender equality, UK development, government, evolution of Parliament).</p> <p>SMSC & MBV: Cultural: Understanding the historical roots of British political heritage.</p> <p><i>Moral:</i> Investigating moral/ethical issues (power, justice, rebellion).</p> <p><i>Social:</i> Understanding how legal structures function.</p> <p><i>Spiritual:</i> Exploring ideas of authority and justice.</p> <p><i>Civil & Criminal Law:</i> Distinguish right from wrong • Appreciate how living under the rule of law protects citizens • Understand the separation of powers.</p> <p><i>Democracy:</i> Encourage respect for democracy, democratic processes, and how citizens can influence decision-making.</p>
End of Unit Assessments	<p>1. Causation Essay (12 marks): Explain why King John was unpopular with the barons.</p> <p><i>Stimulus:</i> Taxes (Scutage) / Loss of Normandy</p> <p>2. Significance Essay (12 marks): How significant was the Magna Carta in limiting the power of kings?</p> <p><i>Stimulus:</i> Rule of Law / The Barons</p>

Unit 5: The Black Death (Summer 1)

Aspect	Details & Mapping
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<p>Weekly Themes</p>	<p>Week 1: Origins of the Black Death / Spread of the Black Death / Medieval explanations and beliefs.</p> <p>Week 2: Symptoms of the Black Death / Prevention and treatment in the 14th century.</p> <p>Week 3: Effect on towns and villages / Mortality rates in different areas / Short-term impacts: burial crises, abandoned villages, and labour shortages.</p> <p>Week 4: Impact of the Black Death on farms and wages / The reaction of the peasantry to changing economic circumstances / The legislative reaction of the nobles and the Crown (e.g., Statute of Laborers).</p> <p>Week 5: Key events, causes, and features of the Peasants' Revolt (1381).</p> <p>Week 6: The suppression of the revolt and punishment of the rebels / The continuation of royal policies vs. the long-term decline of serfdom and rise in rural wages.</p>
<p>Key Concepts</p>	<p>ANALYTICAL NARRATIVE</p> <p>* Construct a narrative about the past that describes what happened with developing organization, using structured evidence to support the story of the 1381 revolt.</p> <p>CHANGE & CONTINUITY</p> <p>* Describe socio-economic change using features of the post-plague period.</p> <p>* Begin to use the language of change to talk about the pace and extent of economic shifts (e.g., the rapid rise in wages vs. slow decline of feudalism).</p> <p>* Recognise that the Black Death had differing impacts depending on social class (peasants gaining economic leverage while landlords lost control).</p> <p>EVIDENCE</p> <p>* Distinguish between general information about the plague and specific evidence used to support claims about medieval wages.</p>

	<p>* Use a group of primary sources together to make inferences and present evidence regarding the impact of the plague.</p> <p>STRUCTURING & ORGANISING KNOWLEDGE</p> <p>* Construct an analytical, structured argument moving beyond simple descriptive narratives of the plague.</p>
Literacy & Numeracy	<p>Literacy: Reading & comprehension • Planning and structuring complex comparative essays (16-mark structures).</p> <p>Numeracy: Chronology • Timelines • Understanding statistical data (mortality rates, wage increases).</p>
Cross-curricular / SMSC & MBV	<p>Cross-curricular: Citizenship (Democracy, class structures) • RE (Medieval religious reactions) • Science (Medicine, disease, bacteriology).</p> <p>SMSC & MBV: <i>Cultural:</i> Respecting diversity and exploring social-economic groups.</p> <p><i>Moral:</i> Exploring the ethics of social inequality and the Peasants' Revolt.</p> <p><i>Social:</i> Understanding how societies function and react under sudden crisis.</p> <p><i>Spiritual:</i> Developing personal values and willingness to reflect on existential experiences.</p>
End of Unit Assessments	<p>1. Change & Continuity Essay (16 marks + 4 marks for SPaG): “England was completely different after the Black Death.” How far do you agree?</p> <p><i>Stimulus:</i> The Peasants' Revolt / Wages</p> <p>2. Evidence (Utility) (8 marks): How useful is this source for understanding the impact of the Black Death on wages?</p> <p>3. Causation Essay (12 marks): Explain why medieval physicians were unable to stop the Black Death.</p> <p><i>Stimulus:</i> Miasma / The Four Humours</p>

Unit 6: Migration to Britain (Summer 2 - Timeline Buffer)

*Note: In accordance with **New Scheme of Work.docx**, this thematic unit serves as the flexible timeline buffer. If pacing issues occur earlier in Year 7, this unit will be compressed or cut first to safeguard the core chronological timeline.*

Aspect	Details & Mapping
Weekly Themes	<p>Week 1: Introduction to Thematic History (broad chronology) / Early migration to Britain (Celtic) / Reasons for Roman invasion / Impact on the Celts and resistance (Boudicca).</p> <p>Week 2: Who the Angles and Saxons were / Reasons for settlement / Impact on Celts / Historical and archaeological evidence of Anglo-Saxon migration.</p> <p>Week 3: Viking settlement and the Danelaw / Reasons for Viking migration / Alfred the Great / Contextualising the Norman Conquest within the broader sweep of global Viking migrations.</p> <p>Week 4: Religion as a driver of migration: Jewish migration, expulsion (1290), and return (1656) / St Bartholomew's Day Massacre and the Huguenots / Puritans and the Mayflower.</p> <p>Week 5: Economics as a driver of migration: Treatment of Irish immigrants in the 1840s / Experiences of the Windrush generation / Political reactions in the 1960s (Rivers of Blood speech).</p> <p>Week 6: Chronological overview of how reasons for migration have changed / Short-term impacts vs. long-term cultural and societal legacy of migrant groups on British identity.</p>
Key Concepts	<p>CHRONOLOGY</p> <ul style="list-style-type: none"> * Confidently place a wide range of periods and events on a long-term thematic timeline spanning from the Celts to the late 20th century. * Make chronological links across centuries, identifying repeating patterns in migration. <p>EVIDENCE</p>

	<p>* Distinguish information from evidence across a variety of sources (archaeological, written, legal, oral).</p> <p>* Synthesise a small group of sources together to build a coherent picture of immigrant experiences in Britain.</p> <p>INTERPRETATIONS</p> <p>* Select and describe features of historical interpretations (e.g., media articles, political speeches) and explain the reasons for their construction (to persuade, inform, or campaign).</p> <p>* Understand how interpretations of migration are influenced by the era in which they were created.</p> <p>THEMATIC HISTORY</p> <p>* Understand what thematic history is (studying a single thread across a massive timeline) and how this approach differs from depth studies.</p>
Literacy & Numeracy	<p>Literacy: Reading & comprehension • Anglo-Saxon contributions to the English language & culture • Analysing modern interpretations and media purposes.</p> <p>Numeracy: Chronology • Long-term timelines (BCE to the 20th century).</p>
Cross-curricular / SMSC & MBV	<p>Cross-curricular: Citizenship (Migration & community cohesion) • Geography (Settlement patterns) • RE (Norse religion, Judaism, the Reformation).</p> <p>SMSC & MBV: <i>Cultural:</i> Exploring, understanding, and celebrating cultural diversity • Valuing the wide range of cultural influences that have shaped British heritage.</p> <p><i>Moral:</i> Developing reasoned, empathetic views on ethical issues surrounding asylum, prejudice, and integration.</p> <p><i>Social:</i> Understanding how diverse communities and multicultural societies function.</p> <p><i>Democracy:</i> Encouraging respect for democratic processes, freedom of choice, and understanding the importance of identifying and combatting discrimination.</p>

End of Unit Assessments	<p>1. Change & Continuity (4 marks): Explain one way migration to Britain in the medieval period was different from migration today.</p> <p>2. Interpretations (4 marks): Explain why historians have different views about Viking migration to Britain.</p>
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