



## History Year 7 - Curriculum Intent – Long Term Plan

	<b><u>Unit Intent</u></b> (i.e. how does support learning in the next unit/future units/exam prep, etc)	<b><u>Content Coverage</u></b> <b><u>– Essential Questions</u></b>	<b><u>Method/s of</u></b> <b><u>Assessment</u></b> (At least two pieces of work need to be assessed per term)	<b><u>Suggested Reading</u></b>
Term 1: <b><u>1066 and all that</u></b>	This unit introduces year 7 to the key historical skills that they will need throughout their History curriculum at Rye College. It serves to introduce students to the key turning point of British history of 1066. Students will examine the situation in the 1060s and use this to begin their journey of comparison over time. They will look at the events leading up to the conquest and the competition for the throne of England. This sets the scene for Term 2 – where students will examine the Battles of 1066 and the methods of control used by William, directly feeding forward the power struggles of the Medieval period and the GCSE Normans unit.	<ul style="list-style-type: none"> <li>• How do we divide up the past?</li> <li>• How do we evaluate evidence?</li> <li>• Why was England such a prize in 1066?</li> <li>• Who thought they should be king in 1066?</li> <li>• What happened when Vikings tried to invade?</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 4 – what will we leave for future generations?</li> <li>• Lesson 6 – Anglo-Saxon England leaflet</li> <li>• Lesson 7 Knowledge test</li> </ul>	<ul style="list-style-type: none"> <li>• Horrible Histories – Stomin’ Normans by Terry Deary</li> <li>• The Chosen Queen by Joanna Courtney</li> <li>• Anglo-Saxon Boy by Tony Bradman</li> </ul>
Term 2: <b><u>William and Power</u></b>  Feudalism – link to English - Chaucer	This unit develops the key historical skills that they will need throughout their History curriculum at Rye College. It serves to develop understanding of the events of the Norman Conquest, it allows students to examine the events of the Battles of 1066 and the methods of control used by William, this directly feeds forward the power struggles of the Medieval period and the GCSE Normans unit. Through the events of the Battle of Hastings, students explore key concepts like Bias, and are able to begin to develop their genre writing skills.	<ul style="list-style-type: none"> <li>• Why did the Normans win at Hastings?</li> <li>• How do Historians explain judgments about the past?</li> <li>• How does bias impact on the utility of sources?</li> <li>• How effective were William’s methods of securing his reign?</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 3/4 SOOT Why did William win the Battle of Hastings</li> <li>• Lesson 6 Lazy SOT judgment impact of terror in controlling Norman Britain</li> <li>• Lesson 10 attack/defence leaflet</li> </ul>	<ul style="list-style-type: none"> <li>• Horrible Histories – Dark Knights and Dingy Castles by Terry Deary</li> <li>• Knight’s fee by Rosemary Sutcliff</li> <li>• Castle Diary by Richard Platt</li> </ul>

		<ul style="list-style-type: none"> <li>• How did castles function to support medieval rule?</li> <li>• How similar/different were Medieval practices to modern customs?</li> </ul>		
<p><b>Term 3: <u>The trouble with kings</u></b></p> <p>Beckett – link to English – Chaucer</p>	<p>The trouble with kings and power develops the skills and knowledge from discussions of King William’s control of the English. This unit introduces students to the importance of the church within medieval society, a theme which continues throughout the year and offers a contrast to modern secularism. This unit explores the intriguing murder of Thomas Becket, as well as exploring the Magna Carta and comparing the effectiveness and reputations of these different men. This feeds forward to the reasons why the Reformation tore society apart and the issues that this created in Year 8, as well as linking to the GCSE skills.</p>	<ul style="list-style-type: none"> <li>• What functions did the medieval church serve?</li> <li>• Why did the rift between church and king lead to murder?</li> <li>• Why was Magna Carta created?</li> <li>• What does the Magna Carta’s existence say about King John?</li> <li>• What constituted a “bad” Medieval king?</li> <li>• Why was the Robin Hood myth created?</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 5 Becket drama presentations/newspaper reports</li> <li>• Lesson 7 Was John a bad king? SOT</li> </ul>	<ul style="list-style-type: none"> <li>• Horrible Histories – Rotten Rulers by Terry Deary</li> <li>• The Fifth Knight by EM Powell</li> <li>• Thomas by Shelley Mydens</li> </ul>
<p><b>Term 4: <u>Revolting diseases and peasants</u></b></p>	<p>Building on the knowledge of society and the role of the church, students begin to explore the devastating disease that ravaged Europe in the 14<sup>th</sup> Century and began a macabre obsession with the dance with death. This unit is designed to directly link to the GCSE Medicine content, as well as offering an excellent tool to compare changing attitudes and knowledge in the 17<sup>th</sup> century during the year 8 course. In the aftermath of the plague, society was irrevocably changed, and this gave the peasants new freedoms and determination to build new and better lives – a theme that will be picked up again during the Reformation of Church and society by Henry VIII and under Cromwell.</p>	<ul style="list-style-type: none"> <li>• What did the Bubonic Plague do to its victims?</li> <li>• What caused the plague?</li> <li>• How did Medieval beliefs influence actions?</li> <li>• What impact did the plague have on society?</li> <li>• What happened when the Peasants revolted?</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 3 – explain the causes of plague believed at the time</li> <li>• Lesson 7 Ks Assessment -</li> </ul>	<ul style="list-style-type: none"> <li>• Horrible Histories – Measly Middle Ages by Terry Deary</li> <li>• The Order of the White Boar by Alex Merchant</li> <li>• Fire, Bed and Bone by Henretta Bradfield</li> </ul>

		<ul style="list-style-type: none"> <li>• What constituted a “bad” Medieval king?</li> </ul>		
<b>Term 5:</b> <b><u>Terrible Tudors</u></b>	<p>Here students will explore the impact of the early Tudor dynasty, focusing in particular on the break with Rome. With a through understanding of the different beliefs of the Protestant and Catholic denominations, as well as the motivations behind Henry VIII’s break with Rome, students can apply their sources and analysis skills to a key turning point in British History. This will directly relate to the issues between rival denominations leading to the Gunpowder Plot, English Civil War and first journeys of emigration, as well as the GCSE Medicine unit -where the Reformation marked the beginning of the weakening of the church’s role in medical practice, and the eventual ability of key individuals to challenge orthodox belief and create new, more accurate and effective medical practices.</p> <p><b>Establishes a key turning point in history</b></p>	<ul style="list-style-type: none"> <li>• Who are the Tudors?</li> <li>• Did Henry VII deserve to be king?</li> <li>• What sort of a king was Young Henry VIII?</li> <li>• Why was a son so important?</li> <li>• How did the Church split?</li> <li>• What impact did the dissolution have on England?</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 2 judgment on Henry VII</li> <li>• Lesson 6 what religion was Henry VIII</li> <li>• Lesson 9 SOT did Mary deserve her nickname? (OPTIONAL)</li> </ul>	<ul style="list-style-type: none"> <li>• Horrible Histories – Terrible Tudors by Terry Deary</li> <li>• The Constant Princess by Phillipa Gregory</li> <li>• Treason by Berlie Doherty</li> </ul>
<b>Term 6:</b> <b><u>Rebirth</u></b>  Elizabeth – link to English - Shakespeare	<p>This term, students develop their knowledge and understanding of the changes seen in term 5 and explore some of the impacts of the Reformation. Students use two key aspects of the life of Queen Elizabeth I to practice their research, presentation and debate skills, as well as genre writing. They deepen their understanding of the religious rifts within England at the time – rifts that will be explored further in year 8 with the English Civil War and the beginning of religious emigration. Students also examine ideas of significance, especially around the new learning and inventions of the time – focusing in detail on the importance and impact of the Printing Press.</p> <p><b>Establishes a key turning point in history</b></p>	<ul style="list-style-type: none"> <li>• What was the Renaissance?</li> <li>• What made a good Renaissance political alliance?</li> <li>• Why did the Spanish attack fail?</li> <li>• How did print revolutionise society?</li> <li>• What impacts did a more scientific approach have on society?</li> <li>• Why was science taking over from religion?</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 4 presentation of Elizabeth marriage suitors</li> <li>• Lesson 7 SOOT Spanish Armada</li> <li>• Lesson 10 judgment on impact of Scientific Revolution</li> </ul>	<ul style="list-style-type: none"> <li>• Horrible Histories – Terrifying Tudors by Terry Deary</li> <li>• The Queen’s Fool by Phillipa Gregory</li> <li>• King of the Shadows by Susan Cooper</li> </ul>

