

**History Year 7 – Beginning with the skills of a historian, students will look at how to apply their skills of research and investigation to interpreting the beliefs and actions of people from the past. This year will establish the key Medieval beliefs and events, so that knowledge can be fed forward to comparisons of change over time and analysis of the reasons and impacts for those changes.**

	<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>Method/s of Assessment</u></b> (At least one method of assessment to be listed per term)	<b><u>Suggested Reading</u></b>
Term 1: 1066 and All That	Establish basic skills, For example: Chronology, Investigative skills etc. Feeds forward to GCSE – Norman England unit The KS3 program is a chronological study through a range of well-known events	<ul style="list-style-type: none"> <li>• What is history/chronology/partitioning time?</li> <li>• England before the conquest</li> <li>• Contenders to the throne</li> <li>• Battles of 1066</li> <li>• Bias</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: William and Power  Feudalism – link to English - Chaucer	Feeds forward GCSE – Norman England unit The KS3 program is a chronological study through a range of well-known events – comparing and contrasting changes Comparison study/analysis of types of castles	<ul style="list-style-type: none"> <li>• The problems/methods of control</li> <li>• Feudalism</li> <li>• Domesday/terror</li> <li>• Castles</li> <li>• Christmas in the Medieval period</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 3/4 SOOT Why did William win the Battle of Hastings [Some argue X, Others argue Y, Others argue Z, To conclude...]</li> <li>• Lesson 6 Lazy SOT {Some argue X, others Argue Y, To conclude – as an analysis table, but with explained conclusion] 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>
Term 3: The Trouble With Kings  Beckett – link to English - Chaucer	Church – Feeds forward to GCSE Norman England Unit and to Term 5/6 Reformation King John – link back to bias Term 1	<ul style="list-style-type: none"> <li>• The role of the church in Medieval society</li> <li>• Becket’s murder mystery</li> <li>• Magna Carta and King John’s character</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>

		<ul style="list-style-type: none"> <li>• Comparison of Henry II (Becket) and John – feeds forward to Eleanor of Aquitaine</li> </ul>		
Term 4: Revolting Diseases and Peasants	<p>Feeds forward to medieval medicine in GCSE</p> <p>Feeds forward to life in Norman England Unit at GCSE</p> <p>Links back to Henry II/John from term 3</p>	<ul style="list-style-type: none"> <li>• Beliefs about the cause of disease</li> <li>• The Bubonic Plague</li> <li>• Causes and events of the Peasants Revolt</li> <li>• Comparison of Henry II (Becket) John and Richard II (Peasants Revolt) – feeds forward to Eleanor of Aquitaine revolts</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 – using the knowledge descriptors</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>
Term 5: Terrible Tudors	<p>Reformation feeds forward to GCSE Medicine and Treatment Unit</p> <p>Reformation links forward to catholic/protestant fighting in yr8</p> <p><b>Establishes a key turning point in history</b></p>	<ul style="list-style-type: none"> <li>• Who were the Tudors and how did they get here?</li> <li>• The Dissolution of the Monasteries</li> <li>• Renaissance learning</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>
Term 6: Rebirth Elizabeth – link to English - Shakespeare	<p>Reformation feeds forward to GCSE Medicine and Treatment Unit</p> <p>Elizabeth links back to comparing with earlier Tudors from term 5</p> <p>Elizabeth feeds forward to Medicine GCSE unit and Smallpox</p> <p>Feeds forward to Victoria and the empire</p> <p>Portraits for propaganda feeds forward to Nazism in Germany</p> <p>Control section yr11</p>	<ul style="list-style-type: none"> <li>• Renaissance learning – inc. inventions, printing press, Martin Luther, warfare, Humanism/new learning</li> <li>• Elizabeth I – inc. religious settlement, early empire/slavery, marriage debate, portraits for propaganda</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>