

History Curriculum Map

Transition Link

4A: Could Medieval Rulers do what they wanted?

- ❑ Absolute vs Constitutional Monarchy
- ❑ William I, Matilda, Henry II, King John, Henry III
- ❑ English Parliament

4B: Did Henry II get away with murder?

- ❑ Thomas Beckett and the threat of the Church

Mid Point Assessment

5A: Was 1348 the end of the world?

- ❑ Medieval Towns and Public Health
- ❑ **Causes** and Symptoms of the Black Death
- ❑ Treatments

5B: What was it like to live in the shadow of the Black Death?

- ❑ **Consequences** of the BD, i.e., the Peasant's Revolt 1381

Mid Point Assessment

Transition Link

6A: How colourful was Henry VIII?

- ❑ Who was Henry VIII? A **Chronology**
- ❑ Henry's marriages and importance of the **succession**
- ❑ **Differences** between Catholics and Protestants

Summative Assessment

Half Term 1:
The English Reformation

YEAR
8



By the End of Year 7:

✓ You will have a clear sense of **Chronology** and understand why this is important.

✓ You will have used **Chronology** to **interpret Historical Evidence**, recall knowledge of key **political, religious** and **social** changes in Medieval Europe

✓ You will successfully apply concepts such as **cause** and **consequence, similarity** and **difference, interpretation** and **significance** to Historical Knowledge



Mid Point Assessment

3A: Why was the Church so important?

- ❑ **Importance** of Religion and the Church

- ❑ English Monasteries
- ❑ Role of the Pope

3B: Was Jerusalem worth dying for?

- ❑ **Causes** of the Crusades
- ❑ The **significance** of the Crusades



Mid Point Assessment

2A: Why was England a battlefield in 1066?

- ❑ **Chronology** and **causes** of the Norman Conquest – i.e., succession, the Battle of Stamford Bridge and the Battle of Hastings

2B – How did William control England?

- ❑ Norman Castles, the Feudal System, Domesday Book, Harrying of the North

Mid Point Assessment



For each topic, you will have TWO pieces of History Homework:

- ✓ Retrieval Knowledge Organiser
- ✓ Story, Source Scholarship

1A: What makes a Good Historian?

Key Terms: **Chronology**, Using Evidence, Cause, Consequence, Change & Continuity, Significance & Interpretation

1B: Who were the Anglo Saxons?

- ❑ Where did the Anglo Saxons come from?
- ❑ Why did the Anglo Saxons invade?
- ❑ How did the Anglo Saxons change England?

Baseline Assessment

YEAR
7



RS2
History
Transition
Project

Threshold Concepts

1 = Developing a Sense of **Chronology**

Gaining core knowledge and improving understanding of core knowledge through retrieval, with particular focus on the **Chronological** Journey through History.

2 = Investigating the Past

Reading like a Historian and asking questions about the past such as Who? What? Where? When? Why? How? Analysing, evaluating and using sources as evidence to develop an argument or interpretation.

3 = Thinking like a Historian

Reading like a Historian through understanding the **causes** and **consequences** of the past; considering the **changes** and **continuities** of the past; measuring the **similarities, differences** and **significance** of core events

4 = Communicating History

Being able to **'speak'** like a Historian, **communicate** your ideas with **evidence** to support your argument both verbally and in written work.

