


SUBJECT: HISTORY

Year Group	Year 7					
Rationale	Pupils begin Y7 with a disparate, varied understanding of History with basic factual understanding of the some of the key features of European History from their work at primary school. Y7 at SEA seeks to establish a stronger chronological grasp of British History, starting in the Saxon period. We also seek to introduce a more overt awareness of the skills that develop alongside historical knowledge, which can then be developed further in Y8 and Y9.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Unit	Introduction to Anglo Saxon England and 1066	To what extent did the Normans change England?	Medieval life and the Black Death	Richard III and the rise of the Tudors	Religious change, the Reformation and the Tudors	Elizabeth I. The Crusades
Knowledge	<ul style="list-style-type: none"> ▪ What is History? ▪ Sutton Hoo Mystery ▪ How different was Anglo Saxon England? ▪ Research lesson - What was life like in Anglo Saxon England? ▪ Who were the contenders for the throne in 1066? ▪ Did the Battle of Stamford Bridge help or hinder King Harold? ▪ What happened at the Battle of Hastings? ▪ Why did the Normans win the Battle of Hastings? Assessment. ▪ Battle re-enactment. 	<ul style="list-style-type: none"> ▪ How did William control England? – Feudal System ▪ How did William control England? - Doomsday Book ▪ How did William control England? - Motte and Bailey ▪ How did William control England? Courts and Lanfranc's church ▪ How far did William change England? ▪ What were the key features of a stone castle? ▪ Attacking and defending a castle. <p><u>CITIZENSHIP</u></p> <ul style="list-style-type: none"> ▪ What is the United Kingdom? ▪ How is Britain governed? ▪ Who runs Britain? ▪ Library research - What was life like in medieval England? 	<ul style="list-style-type: none"> ▪ What would a Medieval Peasant do in a typical year? ▪ Where would a peasant have lived? ▪ What happened when a peasant became ill? ▪ What was the Black Death? ▪ What did people believe caused the Black Death? How did the Black Death effect people's lives?) ▪ Assessment preparation (Focus on extent of consequences) ▪ Black Death Assessment 	<ul style="list-style-type: none"> ▪ Was Richard III really an evil murderer? ▪ What is an interpretation and Richard III interpretations task. ▪ Who were the Tudors? ▪ Was Henry VIII a good king? ▪ Library research lesson – What was life like in Tudor England? ▪ Similarities and differences: pupils compare the features of life in England during the Saxon, Medieval and Tudor periods. 	<ul style="list-style-type: none"> ▪ Why were people angry with the Catholic Church? ▪ Who were the leading figure of the Reformation? ▪ (Focus on significance – which was the most significant?) ▪ What was the difference between the Protestant and Catholic churches? ▪ How did the Reformation transform England? (Importance of the changes made by the Tudor monarchs – focus on significance) ▪ How did Elizabeth deal with the issue of marriage? – reasons for marriage (pros and cons) Grid of the suitors ▪ Why was Mary Queen of Scots a problem? ▪ How does Elizabeth deal with the problem of Mary? ▪ What happened when the Spanish Armada attacked England? 	<ul style="list-style-type: none"> ▪ How did Elizabeth deal with her image? ▪ What made Elizabeth I such a significant queen? ▪ What were the Crusades? ▪ What happened on the Crusades? ▪ What impact did Islamic culture have on Western Europe?





	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills	<p>The main skills focus for the first half term include:</p> <ul style="list-style-type: none"> ▪ Development of factual knowledge. (This is needed for a higher order during the next half term for the change and continuity assessment). ▪ Explaining causes. The lessons which build up to and include the Battle of Hastings focus will all focus on explaining reasons – WHY did one claimant have the best claim? WHY did the Saxons win the Battle of Stamford Bridge. 	<p>The main skills focus for the second half term include:</p> <ul style="list-style-type: none"> ▪ Development of factual knowledge. ▪ Change and continuity. The majority of the lessons from this half term focus on changes the Normans made to England following their victory in 1066. Pupils then compare these changes with their knowledge of Saxon England and identify the features which have changed and stayed the same. 	<p>The main skills focus for the third half term include:</p> <ul style="list-style-type: none"> ▪ Development of factual knowledge. ▪ Explaining consequences. Pupils use their study of the Black Death to explain the long and short term consequences and the positive and negative consequences of the Black Death. 	<p>The main skill focus for the fourth half term include:</p> <ul style="list-style-type: none"> ▪ Interpretations. Pupils use the Richard III topic to understand that what we see as a definite account of the past is often just a <i>version</i> of the past as recorded by a particular writer or observer. ▪ Similarities and differences. ▪ Y7 includes three research lessons (2 held in the library) to identify features of life in England and compare them to identify similarities and differences during this half term. 	<p>The main skill focus during the fifth half term include:</p> <ul style="list-style-type: none"> ▪ Development of factual knowledge. ▪ Significance. Pupils build on their work on explanation but with more a focus on the role of the individual – particularly on which monarch had the most significant impact in terms of religious change. 	<p>The main skill focus during the sixth half term include:</p> <ul style="list-style-type: none"> ▪ Development of factual knowledge. ▪ Significance. Building on their work from the previous half term, pupils analyse the key features of Elizabeth's reign to then explain why she is a significant figure in British history. ▪ Causes and consequences
Assessments	<p>Written Assessment</p> <p><u>Why did William win the Battle of Hastings?</u></p> <p>The skill focus is on explaining causes. Pupils have to identify several reasons for the Norman victory and explain why each reason helped the Normans to win.</p>	<p>Factual Assessment</p> <p>A test on the names of the parts of stone castles.</p> <p>Written assessment</p> <p>Pupils use their work from the first 2 weeks of the term on Saxon England and compare it with the changes the Normans made and explain the extent of change.</p>	<p>Written Assessment</p> <p>An essay in which pupils explain the consequences of the Black Death. This piece is our first introduction to the style of essay used at GCSE. Pupils are given a statement "The Black Death ruined the lives of medieval people" and asked to explain the extent to which they agree or disagree with that statement.</p>	<p>Poster Assessment</p> <p>Pupils produce a poster on ONE of the eight features of life in England they have made notes on during their research lessons. This poster should demonstrate the similarities and differences of this feature across the three time periods.</p>	<p>Factual Assessment</p> <p>A test on the key features of the Reformation (used for KS3 testing week).</p>	<p>Significance</p> <p>Pupils design a £10 note on Elizabeth I in which illustrations and annotations are designed to demonstrate pupil knowledge of why Elizabeth I was such a significant monarch.</p>
Homework Homework in History is not prescriptive but may include the following:	Re-ordering the Battle of Stamford Bridge, picture tasks on the Battle of Hastings, making your	Motte and Bailey castle h/w task, designing your own castle, revision for a factual test on Norman castles,	Research task / speech task on life for a medieval peasant, Black Death research questions, consequences	Richard III interpretations task, Henry VIII research task, practice paragraphs on the most significant figure	Practice paragraphs on the significance of Elizabeth I, factual revision for the end of year test.	Design h/w for the Elizabeth I £5 note assessment, research tasks related to the key figures of the Crusades.

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	own sword and shield for the Battle of Hastings, speech task for a Saxon villager, research on life in Saxon England.	research tasks related to the Citizenship unit / members of the cabinet.	of the Black Death h/w task.	of the Reformation.		
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