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	▪ What is History? ▪ Sutton Hoo Mystery ▪ 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.	▪ 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. <u>CITIZENSHIP</u> ▪ What is the United Kingdom? ▪ How is Britain governed? ▪ Who runs Britain?	▪ What would a Medieval Peasant do in a typical year? ▪ Where would a peasant have lived? ▪ Why was the Medieval Church so important? ▪ 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	▪ Wars of the Roses and the rise of the Tudors ▪ Was Richard III really an evil murderer? ▪ Who were the Tudors? ▪ Was Henry VIII a good king? ▪ Why were people angry with the Catholic Church? ▪ 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 hap-pened when the Spanish Armada attacked England? ▪ How did Elizabeth deal with her image? ▪ What made Elizabeth I such a significant queen?	▪ What was the Gunpowder Plot? ▪ Was Guy Fawkes framed? ▪ What were the causes of the Civil War? ▪ What were the key features of the Civil War? ▪ What made the Civil War so terrible? ▪ What were the results of the Civil War? ▪ How should Cromwell be remembered? Introduce long/short term consequences and political / social / religious categorisation

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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills	The main skills focus for the first half term include: ▪ Development of factual knowledge. (This is nee-ded for a higher order during the next half term) ▪ 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.	The main skills focus for the second half term include: ▪ Development of factual knowledge. ▪ Explaining reasons. Pupils study what William did once he became King and explain how it helped him to keep control of England.	The main skills focus for the third half term include: ▪ Development of factual knowledge. ▪ Explaining consequences. Pupils use their study of the Black Death to explain the long and short term conse-quences and the positive and negative consequences of the Black Death.	The main skill focus for the fourth half term include: ▪ Sources. Pupils use the Richard III topic to examine evidence and reach a conclusion on Richard's guilt ▪ Similarities and differences. ▪ 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.	The main skill focus during the fifth half term include: ▪ 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 conse-quences	The main skill focus during the sixth half term include: ▪ Development of factual know-ledge ▪ Explaining causes and consequence s (as above – building in complexity from the Y7 explanation lessons, now incorporating social, economic, political and religious explanations for events).
Assessments: Formative	**Written Assessment** <u>Why did William win the Battle of Hastings?</u> 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.		**Written Assessment** 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.		**Significance** Pupils design a £10 note on Elizabeth I in which illustra-tions and annotations are designed to demonstrate pupil knowledge of why Elizabeth I was such a sign-ificant monarch.	**Written assessment** Pupils use their knowledge from lessons to answer two explanation questions which mirror the 'explain' style used at GCSE. Extended written answers to be completed in exercise books. Task 1: Explain why the Civil War broke out in England in 1642? Task 2: Explain why the Civil War an important point in British history?
Assessments: Summative		**Assessment 1** Pupils will be assessed on their factual knowledge, ability to make an inference			**Assessment 2** Pupils will be assessed on their factual knowledge, ability to make an inference	

		and their ability to explain causes			and their ability to explain causes	
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 own sword and shield for the Battle of Hastings.	Motte and Bailey castle h/w task, designing your own castle, revision for a factual test on Norman castles, research tasks related to the Citizenship unit / members of the cabinet.	Research task / speech task on life for a medieval peasant, Black Death research questions, consequences of the Black Death h/w task.	Richard III interpretations task, Henry VIII research task, practice paragraphs on the most significant figure of the Reformation.	Practice paragraphs on the significance of Elizabeth I, factual revision for the end of year test.	Practice paragraphs to summarise reasons why the Civil War broke out, factual revision for a test on the English Civil War, research tasks on elements of the consequences of the Civil War.