

	Year 7 Curriculum Map		Intent										
			A curriculum that builds knowledge and understanding of what history is and key concets	The Development of Democracy									
	Topics	(1) Ancient World & Historical Skills	(2) Norman Invasion	(3) Medieval Kings	(4) Medieval Life	(5) The Tudors	(6) The English Civil War						
	Focus of our Historical Enquiry	What is History? An introductory series of lessons to gain understanding what History is; what we will study; and the skills we will develop.	How did William Conquer England? A look at the Norman Conquest, and how this affected the political strcture of England	To Investigate the Lives of Medieval Kings An overview of the Plantagenet Dynasty, investigating the influence of church on state, society and monarchs	Could you Survive Medieval Life? A deeper dive into the Medieval period, and the everyday lives of the non-political players	To Investigate the Impact of Religion on the Tudors Leaving the Medieval Period, assessing the balance of power between Protestantism, Catholicism and the English Monarch	To Investigate the Causes and Events of the English Civil War Assessing the impact of the religious instability in 16th Century England, and how it led to a breakout of a civil war under the Stuarts					To Investigate the Lives of Medieval Kings * The impact of Henry II and the famous death of Thomas Becket * Richard the Lionheart, Saladin, and the impact of the 12th Century Crusades * Evaluating the reign of King John, and assessing the importance of the Magna Carta * Assessing the causes and impact of the Peasants Revolt	
	What Content will we Cover?	* Ancient Greece and the birth of democracy * The key Historical skills of cause/consequence; change/continuity; similarity/difference; significance; knowledge; chronology; interpretation; representation; and source analysis	* Overview of Anglo-Saxon life * The fight for the throne in 1066; power dynamics, Battles of Stamford Bridge and Hastings * How did William secure his power in England? Investigating the use of Castles and the Domesday Book	* The impact of Henry II and the famous death of Thomas Becket * Richard the Lionheart, Saladin, and the impact of the 12th Century Crusades * Evaluating the reign of King John, and assessing the importance of the Magna Carta * Assessing the causes and impact of the Peasants Revolt	* A look at the importance of the English church and its impact on daily lives * The feudal system and societal structure * How crimes were punished, and the role of the communities in enforcement * How health affected peasant life, and the effects of the Black Death	* The importance of Martin Luther and emergence of religious propaganda on the Reformation * Henry VIII and the impact of the creation of the Church of England * The impact of Bloody Mary - was she really bloody? * Queen Elizabeth and how she projected her power through propaganda, and her defeat of the Spanish Armada in 1588	* How the Gunpowder Plot impacted the country, and if it was a potential conspiracy * The main causes of the Civil War, and how the new 'Model Army' led the fall and execution of Charles I * The crisis of who should rule, and the creation of the Commonwealth * The impact and significance of the Glorious Revolution					* The impact of Henry II and the famous death of Thomas Becket * Richard the Lionheart, Saladin, and the impact of the 12th Century Crusades * Evaluating the reign of King John, and assessing the importance of the Magna Carta * Assessing the causes and impact of the Peasants Revolt	
	AP Skill												
	How will we Assess Progress?	1) Knowledge Test 2) How useful are the sources for telling us about if Cyrus was great? [Skill - Using Evidence] [Concepts - Significance, Cause/Consequence]	1) Knowledge Test 2) Write a narrative account analysing the key events of 1066 [Skill - Narrative Account Writing] [Concept - Cause/Consequence]	1) Knowledge Test 2) Explain which king caused the most change in the medieval period. [Skills - Evaluation; Analysing Sources] [Concept - Significance]	1) Knowledge Test 2) Study Interpretations 1 & 2, they give different accounts of the effects of the Black Death. What is the main difference between these views? [Skill - Argument Building] [Concept - Similarity/Difference]	1) Knowledge Test 2) Give two things you can infer from the picture about Elizabeth's power. 3) Describe two features as to why the Spanish Armada failed. [Skill - Source Analysis] [Concept - Significance]	1) Knowledge Test					1) Knowledge Test 2) Explain which king caused the most change in the medieval period. Homework Booklet - Medieval Kings	
	Homework	Homework Booklet - Demos Kratos	Homework Booklet - Norman Conquest	Homework Booklet - Medieval Kings	Homework Booklet - Medieval Life	Homework Booklet - The Tudors	Homework Booklet - The English Civil War					Homework Booklet - Medieval Kings	
	How does this learning link to the National Curriculum?	Introducing all students to the Historical second-order concepts and skills stated in the NC, with a "study of a significant society or issue in world history and its interconnections with other world developments"	Using the skills acquired in the previous unit to apply to the Norman Conquest, encompassing the content listed in "the development of Church, state and society in Medieval Britain 1066-1509"	Linking knowledge developed in the previous units, with a mix of second-order historical concepts to cover the later content listed in the NC's "the development of Church, state and society in Medieval Britain 1066-1509"	Using the skills acquired in the previous unit to apply to Medieval Life, building on the previous unit's content listed in the NC's "the development of Church, state and society in Medieval Britain 1066-1509"	Building on the previously developed historical skills to apply to a new period of time, with a new focus on the NC's "the development of Church, state and society in Britain 1509-1745"	Rounding off the year consolidating all of the knowledge students have gained, incorporating content from both "the development of Church, state and society in Medieval Britain 1066-1509" and "the development of Church, state and society in Britain 1509-1745"					Linking knowledge developed in the previous units, with a mix of second-order historical concepts to cover the later content listed in the NC's "the development of Church, state and society in Medieval Britain 1066-1509"	