



## Striving For Excellence Together

### Year 7 History Curriculum Map

<p><b>Key Concepts:</b> <a href="#">(Threshold Concepts)</a>  <i>State the big ideas or skills that students will revisit throughout the curriculum</i></p>	<p>The Curriculum is sequenced by Chronology. An ability to develop a sense of historical period is significant in helping students to understand how society has changed over time.</p> <p>The importance of religion, social hierarchy, systems of power and economic development are key concepts students will revisit throughout. Developing technological advances will also thread through topics, helping students to understand how the people from different cultures and civilisations connect; and why warfare, science and economies improve.</p> <p style="text-align: center;">Throughout all lessons, the following second-order historical concepts are explored and developed:          Significance, Causation, Consequence, Change, Continuity, Diversity.</p> <p>Students are also exposed to, and expected to analyse and evaluate, a range of historical sources and interpretations.</p>
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7	Topics	Assessment	Key Concepts	Key Vocabulary	Our Pillars	Knowledge tracking
Unit 1	<b>Invaders to Britain 0-1000</b>	Timed Essay Assessment: <b>Write a clear and organized summary that analyses how Britain changed due to invaders [GCSE style question]</b>	The Roman Empire Roman Impact on Britain The Anglo-Saxons Anglo-Saxon impact on Britain Viking Culture Viking Impact on Britain	Centurion Aqueduct Invader Celtic Pagan Interpretation Valhalla Change Continuity	Literacy and Oracy Life Beyond SWR Life After SWR Diversity and Inclusivity	Year 7 Unit 2 'Norman Conquest' Year 10 Unit 1 'People's Health'
Unit 2	<b>The Norman Conquest</b>	Timed Essay Assessment: <b>How did William I control England after 1066? (GCSE style question)</b>	The Battle of Hastings Reasons for William the Conqueror's victory Bayeux Tapestry Domesday Book Feudal System Harrying of the North Motte and Bailey Castles Development of Stone Castles	Conquer Motte and Bailey Castle Domesday Feudal Harrying Tapestry Significance	Literacy and Oracy Life Beyond SWR Life After SWR	Year 7 Unit 3 'The Middle Ages' Year 7 Unit 4 'Medieval Civilisations' Year 10 Unit 1 'The People's Health' Year 10 Unit 3 'History Around Us: Goodrich Castle'
Unit 3	<b>The Middle Ages</b>  Enquiry 1: The Power of the Church Enquiry 2: The Power of Monarchs Enquiry 3: The Power of the People	Source Assessment (Peer): <b>'What can we learn from the source about why knights went on crusade?' [GCSE style question]</b>  Interpretation Assessment: <b>Interpretation 2 and Source 3 both focus on John as a King. How far are they different in their opinion of John and what might explain any differences? (GCSE style question)</b>	The Medieval Church Pilgrimage The Crusades Murder of Thomas Becket The Magna Carta Interpretation of King John Edward I Hundred Years War The Black Death Women in Medieval England Poverty in Medieval England The Peasants Revolt	Purgatory Pope Bishops Priests Monks Nuns Crusade	Literacy and Oracy Life Beyond SWR Life After SWR Diversity and Inclusivity	Year 7 Unit 2 'Norman Conquest' Year 7 Unit 4 'Medieval Civilisations' Year 8 Unit 1 'Tudor England' Year 8 Unit 2 'The 1600s' Year 10 Unit 1 'The People's Health' Year 10 Unit 3 'History Around Us: Goodrich Castle' Year 11 Unit 2 'The Elizabethans'



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Unit 4	<b>Medieval Civilisations</b>	<p>Timed Essay &amp; Source Assessment:  <b>'Write a clear and organised summary that analyses life in Feudal Japan to Medieval Britain'.</b>  <b>Plus two source questions</b></p>	<p>Medieval British Towns            Dangers, Medicine and Health in Medieval Britain            Fun and Entertainment in Medieval Britain            Feudal Japan Culture            Samurai            Feudal Japan Religion            Islamic World</p>	<p>Samurai            Buddhism            Shinto            Kimono            Sumo</p>	<p>Literacy and Oracy            Life Beyond SWR            Diversity and Inclusivity</p>	<p>Year 7 Unit 2 'The Norman Conquest'            Year 7 Unit 3 'The Middle Ages'            Year 7 Unit 5 'Discovery'            Year 8 Unit 1 'The Tudors'</p>
Unit 5	<b>Discovery</b>	<p>Timed Essay Assessment:  <b>'Christopher Columbus was a Villain'. How far do you agree?</b></p>	<p>Why discover the world?            What enabled discovery?            Christopher Columbus and the New World            Life at Sea for sailors</p>	<p>Cartographer            Taino            Spices            Exploration            Exploitation</p>	<p>Literacy and Oracy            Life Beyond SWR            Diversity and Inclusivity</p>	<p>Year 7 Unit 3 'The Middle Ages'            Year 7 Unit 4 'Medieval Civilisations'            Year 8 Unit 1 'The Tudors'            Year 8 Unit 3 'The British Empire'            Year 8 Unit 4 'Transatlantic Slave Trade'            Year 11 Unit 1 'Making of America'            Year 11 Unit 1 'The Elizabethans'</p>
Unit 6	<b>Wars of the Roses</b>		<p>Causes of the Wars            Events of the Wars            Impacts of the Wars</p>		<p>Literacy and Oracy</p>	<p>Year 7 Unit 3 'The Middle Ages'            Year 8 Unit 1 'The Tudors'            Year 11 Unit 2 'The Elizabethans'</p>