

Year 7 Curriculum Overview Plan: History

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Key Theme: What is History?</p> <p>How was Britain changed by invasion?</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Using the Baseline Data, consider which elements of Historical knowledge and knowledge-based skills are present and then cover the missing aspects in order to foster a greater understanding of how History works. Investigative piece.</p> <p>Consider the invasions of the Romans and Vikings and the changes make to Britain with</p>	<p>Key Theme: How did 1066 change England forever?</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Explore the battles of 1066 and the challenge for power as well as the different types of rule offered by each challenger. Explore the methods of control used by William I in his quest to unite England under one rule. Local study of the use of Pontefract/ Sandal Castle as a method of control in the area. Consider the protests in the North and the responses to analyse power and monarchy control. Feudalism</p>	<p>Key Theme: Why was religion so important in Medieval England?</p> <p>Key Concepts, Knowledge & Skills to be Embedded: The structure of Christianity and its role in everyday life. The conflict between church and monarch and how this led to political issues. Case study: Henry II and Thomas Becket, focusing specifically in the reasons for and consequences of the conflict between church and crown. Explore how the influence of the church-controlled developments and progress in England.</p>	<p>Key Theme: How did trade with the East change England forever?</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Trade with China and the Silk Road. Explore the consequences of high-demand for goods on bringing the Black Death to England. Explain why the Black Death brought political change with the Peasants Revolt. Explore the conflict between state and society, especially the poorer population. Consider the idea of democracy and how this was developing.</p>	<p>Key Theme: Were the Tudors a positive change for England's monarchy?</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Brief study of Henry VII and the war for the crown of England, drawing parallels with 1066 and that conflict. Focus on Henry VIII's religious change and the challenges between crown and monarchy. Continued local study of Pontefract Castle and its contribution to the Pilgrimage of Grace, the religious conflict. Study of Edward VI, Mary I and Elizabeth I in regards to their</p>	<p>Key Theme: How did England's power structure change forever in the 1600s?</p> <p>Key Concepts, Knowledge & Skills to be Embedded: An explanation of continued religious issues with James I and the Gunpowder Plot. Studying continued tensions between religion and monarchy. Analysis of Charles I and the conflict between monarch and parliament as well as the existing religious conflict. Continued study of Pontefract castle and its role in the English Civil war. Consideration of the reasons why Britain</p>

<p>specific focus on the religious and political changes. The move from small pockets of localized power to more central forms. How Roman Castleford was a part of the control that Romans had over England.</p> <p>Links to Prior Learning: Possible KS2 studies of History and key historical concepts.</p> <p>Possible study of Romans or Vikings at KS2. Ideas about power and government from own knowledge of the modern systems.</p> <p>Key Assessment Pieces: Baseline Assessment focusing on the KS2 curriculum.</p>	<p>and the change in power. The type of political control and government put in place which influenced the will of the people.</p> <p>Links to Prior Learning: Power and control under the Vikings and Romans. Ideas about government and rule.</p> <p>Key Assessment Pieces: Why was William I able to take control of England so effectively?</p> <p>Tier 3 Vocabulary Vault: Conquest, Feudalism, Invasion, Government, Democracy, Politics</p> <p>Reading Exposure:</p>	<p>Links to Prior Learning: Roman and Viking religion, the move to Christianity.</p> <p>Key Assessment Pieces: Explain how the conflict between church and monarch affected people's lives in England.</p> <p>Tier 3 Vocabulary Vault: Monarchy, State, Pope, Catholic, Archbishop, Excommunication</p> <p>Reading Exposure: Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p> <p>Strategies to enable new concepts, knowledge & skills</p>	<p>Links to Prior Learning: Trading within Roman and Viking communities as well as the exploration by these groups of people.</p> <p>Key Assessment Pieces: Explain how international trade changed England's future.</p> <p>Tier 3 Vocabulary Vault: International, Trade, Exploration, Revolt, Rebellion, Politics</p> <p>Reading Exposure: Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p> <p>Strategies to enable new concepts, knowledge & skills</p>	<p>religious challenges and how this shaped the power structure in England. Conflicts created as a result of religious tension.</p> <p>Links to Prior Learning: Religious conflict with Henry II. The idea of government and power from Romans, Vikings and William I.</p> <p>Key Assessment Pieces: How far do you agree 'The conflict between religion and monarchy was solved by the Reformation.'</p> <p>Tier 3 Vocabulary Vault: Reformation, Execution, Excommunication, Monarchy, State, Government, Pope, Catholic, Protestant</p>	<p>as a republic under Cromwell was no more successful than Charles I. Explaining why James II as a Catholic ruler faced more opposition than previous rulers and the Glorious Revolution as a result of the Religious conflict. Linking to modern ideas of monarchy as having its foundation in the Bill of rights.</p> <p>Links to Prior Learning: Conflict between monarch and religion. Issues between society and state. Modern understanding of parliament, government and the responsibilities and rights of the current monarch.</p>
---	---	--	---	---	---

<p>Assessment based on the skills knowledge and retention. Consider how England changed following invasions.</p> <p>Tier 3 Vocabulary Vault: Chronology, Time period, AD, BCE, Source, Interpretation, Medieval, Era, Ancient, Prehistoric</p> <p>Invasion, Government, Democracy, Pagan</p> <p>Reading Exposure: Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p>	<p>Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Recall entry tasks, repeated styles of questioning to build confidence, recall of concepts from earlier years and units, revision homework for knowledge especially surrounding assessed pieces.</p>	<p>to embed in long-term memory: Recall entry tasks, repeated styles of questioning to build confidence, recall of concepts from earlier years and units, revision homework for knowledge especially surrounding assessed pieces.</p>	<p>to embed in long-term memory: Recall entry tasks, repeated styles of questioning to build confidence, recall of concepts from earlier years and units, revision homework for knowledge especially surrounding assessed pieces.</p>	<p>Reading Exposure: Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Recall entry tasks, repeated styles of questioning to build confidence, recall of concepts from earlier years and units, revision homework for knowledge especially surrounding assessed pieces.</p>	<p>Key Assessment Pieces: Explain how the struggle for power between religion and monarchy led to a permanent change in state politics.</p> <p>Tier 3 Vocabulary Vault: Civil, Government, Parliament, Revolution, Dissolution, Catholic, Protestant, Execution,</p> <p>Reading Exposure: Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Recall entry tasks, repeated styles of</p>
---	---	--	--	--	---

<p>Recall entry tasks, repeated styles of questioning to build confidence, recall of concepts from earlier years and units, revision homework for knowledge especially surrounding assessed pieces.</p>					<p>questioning to build confidence, recall of concepts from earlier years and units, revision homework for knowledge especially surrounding assessed pieces.</p>
---	--	--	--	--	--