



The High School
Leckhampton

Year 7 HISTORY



Topic Titles

1066-1099 – The Norman Conquest: A truckload of trouble?
1096-1199 – Medieval religion: Was the Church loved or loathed?
1199-1307 – Politics and power: How did the battle between monarch and state develop?
Medieval society: What was life like for different groups in society?
1377-1485 – Conflict: What challenges were there to England from home and abroad?
Thematic study – Empires

Intent

Our curriculum is *broad, diverse and inclusive*. It allows our students to gain a sense of their own national and cultural identity through developing a thorough understanding of key events in the history of Britain and how they relate to global events. Through studying key events between 1066 and 1485 they will begin to develop the key skills of the historian, using evidence critically and understanding history as a constructed narrative that varies depending on time, place and perspective.

How will knowledge and skills be taught?

The curriculum is framed around enquiry questions. Overarching questions are broken down into smaller enquiries that link to three themes: power, beliefs and ordinary people. Through tackling these enquiry questions students will practice the skills of explanation, questioning interpretations, critical analysis and justifying opinions. These are transferrable and students will become questioning, curious citizens who are able to handle information in a balanced, critical way.

Links with other subjects

The first assessment of the year requires students to write to a well-known historian, thus practicing their letter-writing skills. There are links with RE when studying the medieval Church. There are links with PSHE when focusing on medieval women and the experience of black people in Tudor England. The 'Empires' topic leans heavily on geographical knowledge for an understanding of place.

Recommended Reading and Preparation for Learning

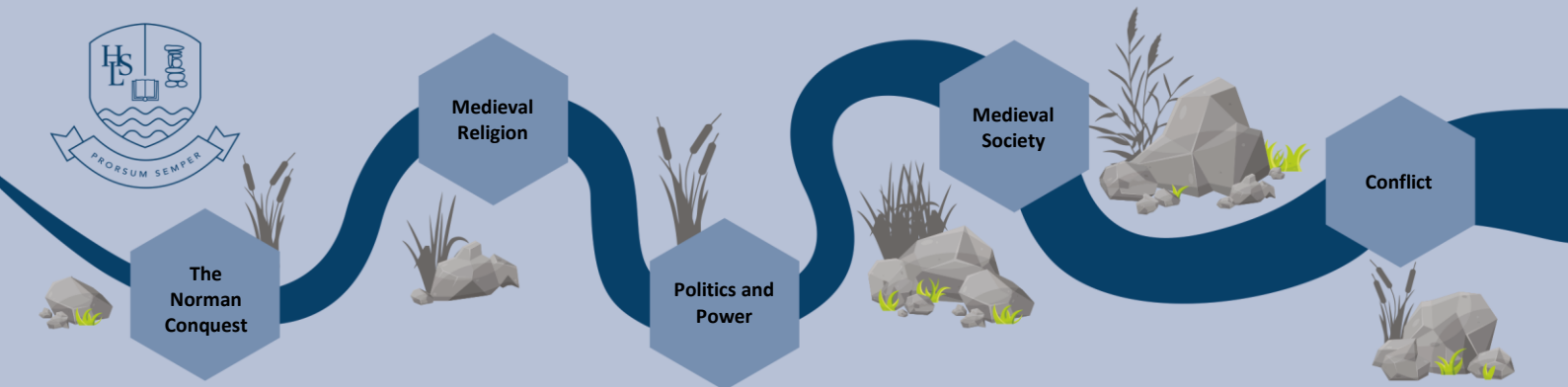
Students will have access to additional reading and online resources throughout the year, including the Bayeux Tapestry online, articles from BBC History magazine and extracts from key texts written by historians who are experts in their field. Students can access all of these resources via the VLE, on the History pages.

These resources will be added to throughout the year to ensure students have access to the most up to date historical thinking and stay abreast of new discoveries and events.

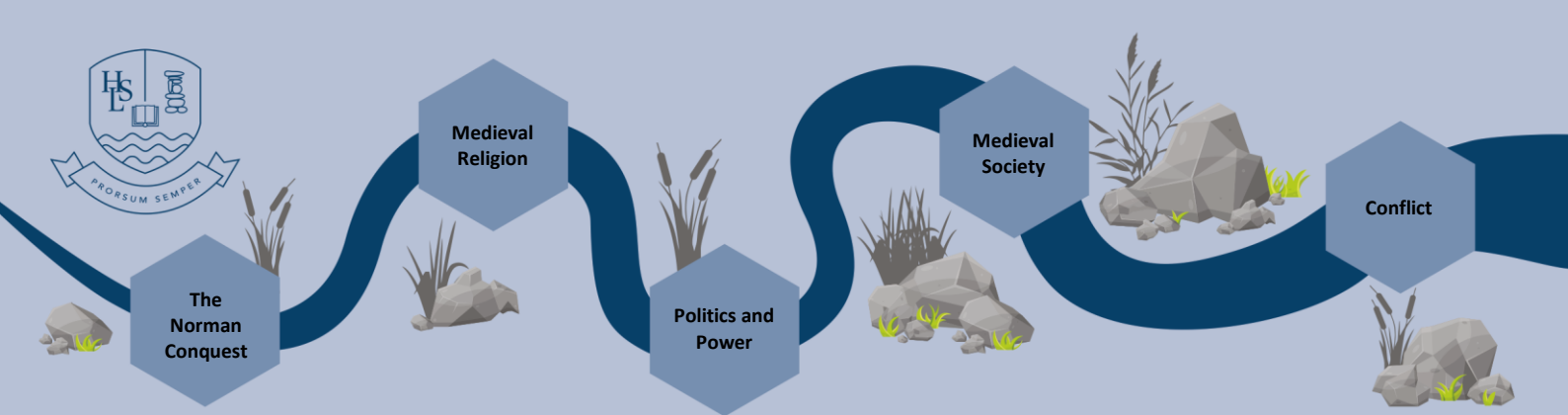
How can parents help?

Parents can help by encouraging students to:

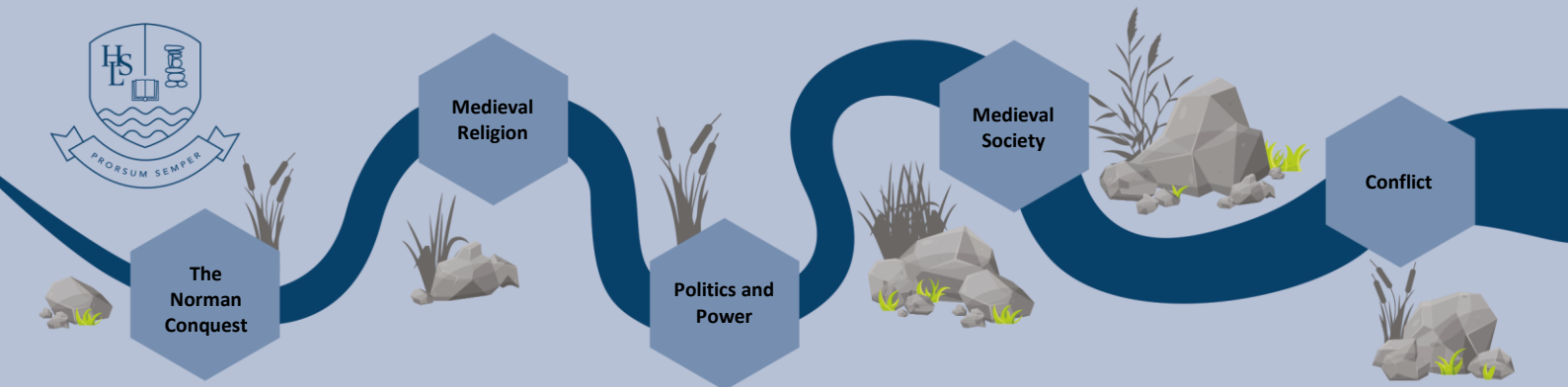
- remain up to date with homework and consolidation tasks
- ask for the term's 'Reach' reading article
- talk about what they are learning and ask questions, demonstrating curiosity
- look at how they can enhance their understanding by going on a family outing to a historic site – for example a local church, Hailes Abbey or Gloucester city centre to visit the area previously known as the Jewry



Subject: History		Year Group: 7		Term: 1	
Module/Theme: Was the Norman Conquest “a truckload of trouble” for England?					
Topic Outline & Aims (Intent) At the start of this unit of work students will lay down the foundations for the study of history with a series of lessons about time, chronology and historical periods. Students will then recap their KS2 learning about the Anglo-Saxons and then move on to study the events of 1066. Activities will include considering why William won at Hastings, and an extended activity focusing on the consequences of the Conquest for the English people.					
Key Skills and Knowledge taught through this topic: (Intent) Historical skills are at the heart of this first unit of work, especially the concepts of chronological order and working with historical periods. The key concept is cause and consequence and students will learn how to write a PEEL (Point, Evidence, Explanation, Link) argumentative paragraph. We return to the skill of explaining ideas several times during the unit, to ensure students have the opportunity for deliberate practice of this skill.					
Prior Learning: (Context) KS2: Life in Anglo-Saxon England		Future Learning: (Context) KS3: Politics and power, absolute monarchy and the English Civil War; migration thematic study KS4: links to topics at GCSE, to be decided		National Curriculum Links: (Context) This module links to the National Curriculum strand <i>The development of Church, state and society 1066-1509</i> .	
RRSA Links: N/A			Assessment of Learning: (Impact) SUMMATIVE: PEEL paragraph agreeing or disagreeing with an historian’s interpretation FORMATIVE: key vocabulary recall test; practice task focusing on PEEL paragraph writing skills INFORMAL: low-stakes quizzes, questioning, show-me boards, VLE self-marking quizzes		
British Values Links: Democracy Individual liberty					
Eco Schools Links: N/A					
Reading / Enrichment: Various articles from BBC History magazine, available on the VLE or via the ‘Reach’ folders in History classrooms	Key Vocabulary: (Literacy) chronology, AD, BC, decade, century, millennium, Anglo-Saxon, hereditary, monarchy, succession, heir, Bayeux Tapestry, Domesday Book, rebellion, feudal system, castle, baron, villein, knight	Numeracy Opportunities: N/A		Career Links: Historian Documentary maker Political commentator Archaeologist Museum curator Teacher/lecturer Archivist Journalist Heritage manages Researcher	



Subject: History		Year Group: 7		Term: 2	
Module/Theme: How important was religion in the medieval period?					
Topic Outline & Aims (Intent) The module focuses on how medieval people experienced religion, the power of the Church, beliefs and worship. Students will be able to use this knowledge in Year 8 when exploring the changes made to religion in England by Henry VIII during the Reformation. Students will also study the rise of Islam and answer the question “why would anyone want to go on Crusade?”. This will enable them to make links between beliefs, power and action. Finally, students will look at the work of historian Professor Helen Nicholson who has recently written about women on Crusade. It is the intention that students will understand that new areas of historical study are common.					
Key Skills and Knowledge taught through this topic: (Intent) In this module students are introduced to using sources. They will learn to extract information from sources, draw inferences from the source using their own contextual knowledge, and then use their knowledge to test sources for utility. They will also be able to use key terms correctly, in context. They will make links between this period and events following it.					
Prior Learning: (Context) KS2: Life in Anglo-Saxon England		Future Learning: (Context) KS3: experiences of minority groups: antisemitism in Gloucester KS4: links to topics at GCSE, to be decided		National Curriculum Links: (Context) This module links to the National Curriculum strand <i>The development of Church, state and society 1066-1509</i> .	
RRSA Links: Article 2: No discrimination Article 30: Minority culture, language and religion			Assessment of Learning: (Impact) SUMMATIVE: source skills activity focused on reasons for going on Crusade FORMATIVE: key vocabulary recall test; practice tasks focusing on source skills INFORMAL: low-stakes quizzes, questioning, show-me boards, VLE self-marking quizzes		
British Values Links: Mutual respect Tolerance of those of different faiths and beliefs					
Eco Schools Links: N/A					
Reading / Enrichment: Various articles from BBC History magazine, available on the VLE or via the ‘Reach’ folders in History classrooms Extract from Helen Nicholson’s article about women on Crusade		Key Vocabulary: (Literacy) Catholic, Pope, cathedral, priest, Bible, doom painting, Purgatory, saint, Latin, tithe, shrine, pilgrimage, The Crusades, indulgences		Numeracy Opportunities: N/A	
				Career Links: Historian Documentary maker Political commentator Archaeologist Museum curator Teacher/lecturer Archivist Journalist Heritage manages Researcher	



Subject: History		Year Group: 7		Term: 3	
Module/Theme: How did the battle between monarch and state develop?					
Topic Outline & Aims (Intent) This module starts with an exploration of how the UK is governed today. During this module students will consider the nature of the English monarchy in the period 1199-1307. They will consider the role of the monarch and the characteristics of an ideal king. They will examine the impact of Magna Carta and the beginnings of Parliament and understand how a monarch’s success was measured in the Middle Ages.					
Key Skills and Knowledge taught through this topic: (Intent) Students will gain an understanding of the origins of Parliament, alongside a look at our modern system of governance. The key concept is that of significance, initially in relation to Magna Carta. Later, students will research a range of important medieval monarchs and their successes and failures before arguing their case for their choice of ‘most significant medieval monarch’ in a magazine-style article.					
Prior Learning: (Context) KS3: The Norman Conquest		Future Learning: (Context) KS3: politics and power, the Peasants’ Revolt, absolute monarchy and the English Civil War; KS4: links to topics at GCSE, to be decided		National Curriculum Links: (Context) This module links to the National Curriculum strand <i>The development of Church, state and society 1066-1509</i> .	
RRSA Links: N/A			Assessment of Learning: (Impact) SUMMATIVE: Magazine-style article: “The most significant medieval monarch” FORMATIVE: key vocabulary recall test; practice tasks related to characteristics of medieval monarchs INFORMAL: low-stakes quizzes, questioning, show-me boards, VLE self-marking quizzes		
British Values Links: Democracy Individual liberty					
Eco Schools Links: N/A					
Reading / Enrichment: Various articles from BBC History magazine, available on the VLE or via the ‘Reach’ folders in History classrooms		Key Vocabulary: (Literacy) government, parliament, Magna Carta, charter, constitution, taxes, absolute power, freeman, soldier, legislation, excommunication, rebellion, baron, clause, state		Numeracy Opportunities: N/A	
				Career Links: Historian Documentary maker Political commentator Archaeologist Museum curator Teacher/lecturer Archivist Journalist Heritage manages Researcher	