

## CURRICULUM MAP (Long term plan)

**SUBJECT :History**

**YEAR GROUP: 7**

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3</b>
<b>Substantive knowledge</b> – Essential knowledge & conceptual understanding of the National Curriculum	The Norman Conquest/ The Crusades	The Problems of Medieval Monarchs	Migration
<b>Disciplinary knowledge</b> - what skills are practised? Source analysis, interpretation, Chronology, Change and Continuity Causation	<p>Underpinned by a focus on Diversity, Empire and Revolution. Students use enquiry to investigate and understand the different ways in which the Normans gained control of England and their legacy. The evolution of the relationship between church and state. Students increase knowledge, as the unit illustrates local national and international connections. Highlighting and challenging misconceptions along the way</p> <p><b>Skills: Causation, Source analysis x2 Analytical narrative</b></p> <p><b>NC:</b> The development of Church, state and society in Medieval Britain 1066-1509</p>	<p>Underpinned by a focus on Diversity Empire and Revolution students use enquiry to know, understand and compare significant aspects of the history of the wider world: the nature and expansion of ancient civilisations; characteristic features of past non-European societies; the rise of Islam and the influence of the church</p> <p>Students analyse the changing role of the monarch ( magna Carta ) and the influence of gender on the medieval world.</p> <p>Students increase knowledge, as the unit illustrates local national and international connections. Highlighting and challenging misconceptions along the way</p> <p><b>Skills : Source analysis Change and Continuity interpretation Causation</b></p>	<p>Underpinned by a focus on Diversity Empire and Revolution students use enquiry to Students learn about the black death its: influence on the development of medicine; Its influence on society and the relationship between church and medicine Students also learn about the growing and consistent influence of migration on british society. Including push and pull factors. Students increase knowledge, as the unit illustrates local national and international connections. Highlighting and challenging misconceptions along the way</p> <p><b>Skills: Source analysis Change and Continuity Chronology interpretation</b></p> <p><b>NC:</b> The study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066</p>

<p><b>Key questions</b> (What is the learning about?)</p>	<p><b>Chapter 1 Normans</b> <b>The legacy of the Normans .</b></p> <ul style="list-style-type: none"> <li>• What was England like before the battle of Hastings?</li> <li>• Who was to be King of England</li> <li>• The Sutton Hoo</li> <li>• What did AS do all day?</li> <li>• Why was England a battlefield during 1066 ?</li> <li>• Invasion of the North</li> <li>• Control by Castles</li> <li>• Taking control peacefully</li> <li>• Understand that sources are used by historians to find out about the past.</li> <li>• Understand the importance of the work of archaeologists and historians in finding out about Anglo Saxon England.</li> <li>• Understand that there are different accounts of the battle of Hastings and the reasons for these differences. Understand that Historians have different interpretations of the reasons why Harold lost</li> </ul> <p><b>Chapter 2 The Crusades</b></p> <ul style="list-style-type: none"> <li>• Why was Jerusalem worth dying for ?</li> </ul>	<p><b>The Problems of Medieval Monarchs</b></p> <p>What happened to England's medieval monarchs?</p> <ul style="list-style-type: none"> <li>• How important were England's medieval queens ?</li> <li>• Was Edward III a strong King?</li> <li>• Was Henry VI a weak King?</li> <li>• How important were England's Medieval queens?</li> <li>• Who was fit to rule Matilda or Stephen ?</li> <li>• How powerful were English monarchs?</li> <li>• Why was the Archbishop of Canterbury Murdered? What did the Charter say? Edward I a popular monarch?</li> </ul> <p>What were the changes in castles and society?</p> <ul style="list-style-type: none"> <li>• Learn that events have many causes, some of which have existed for a long time, and some of which are more recent. Learners can appreciate that Historians need to interrogate sources to work out what happened in the past &amp; will have the sense that Historians use sources with benefit of hindsight.</li> <li>• Learners recognise that arguments in the past are important for historical</li> </ul>	<p><b>Migration</b></p> <ul style="list-style-type: none"> <li>• Who were the first English people?</li> <li>• Where did early migrants and settlers come from?</li> <li>• What was the impact of the Anglo Saxons?</li> <li>• Were the Anglo- Saxons invaders or the founders of England?</li> <li>• The Vikings murderous invaders or peaceful settlers?</li> <li>• Did the Vikings have an Empire?</li> <li>• What drove people to migrate</li> <li>• What was life like for West Indians in Britain</li> <li>• How have migrants changed Britain: The Irish and the West Indians</li> <li>• What influence had migrants had in the long term?</li> <li>• Know the key chronology of migration</li> <li>• Can select and describe the key features of a historical interpretation &amp; begin to talk about the messages that it might send to the people viewing it.</li> <li>• learners can distinguish between evidence of the past and evidence that historians extract from sources through a process of interrogation in order to support their claims.</li> </ul>
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<b>Assessment</b>	PPC at the end of each chapter based on skills and knowledge marked by teacher and fix it time applied Live marking	PPC at the end of each chapter based on skills and knowledge marked by teacher and fix it time applied Live marking	PPC at the end of each chapter based on skills and knowledge marked by teacher and fix it time applied Live marking
<b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b>	<b>(L) Analytical narrative, source analysis.</b> <b>(O) Students argue their POV.</b> <b>(N) What speed did HG march from Fulford to Hastings. What percentage of the armies at</b>	(L) Source analysis, interpretation. (O) Students to debate POV (N) Students investigate the use of geometry in the creation of the astrolabe	(L) Source analysis, interpretation. (O) Students to debate POV (N) Population data analysis re migration Death rate during the Black Death

	<b>Hastings were cavalry. How many Castles did the Normans build per square mile</b>		
<b>Cross Curricular Opportunities</b>	<p><b>Chapter 1 DT/Science</b> Construction of a trebuchet <b>MFL:</b> influence of French and German on the English language <b>Citizenship:</b> The centralisation of government; Crime and punishment; taxes</p> <p><b>Chapter 2 RE:</b> Life after death; Religious upbringing. <b>Citizenship:</b> Relationship between church and state canon law psalm 51</p>	<p><b>Chapter 3 Science, Maths:</b> development of the Astrolabe. <b>Geography:</b> exploring the Middle East. <b>R.E:</b> What it means to be a Muslim; similarities and differences between Christianity and Islam. Concept of Peace; Just war Theory</p> <p><b>Chapter 4 Citizenship:</b> Gender relations. Evolution of the monarchy/ government Magna Carta. Peasants Revolt</p>	<p><b>Chapter 5 Science:</b> The development of medicine from cure to prevention. <b>Geography:</b> Journey of the black death</p> <p><b>Chapter 6 Geography:</b> Where did the early settlers come from? Push and pull factors: <b>Citizenship:</b> Roman influence on the British legal system</p>
SMSC / Character/Careers ( C ) (personal development)	<p><a href="https://www.bbc.co.uk/bitesize/tags/z7p6d6f/jobs-that-use-history/1">https://www.bbc.co.uk/bitesize/tags/z7p6d6f/jobs-that-use-history/1</a> <a href="https://www.history.org.uk/student/resource/2914/careers-in-history">https://www.history.org.uk/student/resource/2914/careers-in-history</a></p>		
Equality and Diversity Importance of using local, national and international connections to make curriculum relevant & accessible to all students from every background	<p>Diverse representation within text/ videos/website links shared. Display shows a variety of people from different genders, ethnicities &amp; abilities.</p>	<p>Diverse representation within text/ videos/website links shared. Display shows a variety of people from different genders, ethnicities &amp; abilities <b>Chapter 4</b> - this topic contains an eye-opening insight into the attitudes towards gender and the experiences of Matilda and Eleanor of Aquitaine</p>	<p>Diverse representation within text/ videos/website links shared. Display shows a variety of people from different genders, ethnicities &amp; abilities <b>Chapter 5</b> - this topic contains an insight how Britain has been shaped by its former empire and how this has consequences for divergent ethnicities today</p>
Super Curriculum (personal development)	NHDC education services- local Life in a Medieval Castle visit to the Tower of London	NHDC education services use of local artefacts Medieval re-enactment company	NHDC education services use of local artefacts