



Curriculum Map: Year 7 History

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	What is History? Evidence from before 1066	How did the Norman Conquest change Britain?	What happened in the Ancient Kingdom of Mali?	Why was religion important to people in Medieval Times? How did the Black Death change Britain?	How did the Reformation change England?	Was Elizabethan England a 'Golden Age'?
Intent	To evaluate and recap knowledge and skills from Key Stage 2 NC. To establish basic understanding of discipline of history and to introduce source skills. To develop confidence in using evidence to challenge hypotheses.	To explore the basis and development of civilisation in Britain through source analysis. To assess local history and contextualise within national and international events. To evaluate change as a consequence of conquest.	To question historical interpretations through the use of text and material culture to form historical conclusions.	To explore the significance of religion in daily life in Britain and the wider world. To identify how local, national and international events shape change within communities.	To interlink religious, political and economic change to explain impact in context	To assess cultural developments in context and make judgements around impact on local, national and international views of England and female rulers.
Key Knowledge	Archaeology and types of evidence. Roman invasion and rule; Anglo Saxon invasion and rule	Claims to the throne; the Battle of Stamford Bridge; the Battle of Hastings 1066 feudal System; motte and bailey castles. Harrying of the North	Types of evidence used by historians studying African History. Problems with evidence for historians studying African History. The life and times of Mansu Musa.	What did religious people believe? How did religion affect daily life? What was life like in a monastery? How does religion link to medicine? How much influence did the church have on people's lives? What were the Crusades? What impact did the Black Death have on people's lives?	What is the difference between a Protestant and Catholic? What was the role of Martin Luther? How did Henry VIII bring the Reformation to England? What happened in the Dissolution of the Monasteries? How far was the Tudor period a religious rollercoaster? What was the pilgrimage of Grace and what impact did it have?	What problems did Elizabeth face at the start of her reign? What was the influence of exploration on Tudor society? How did exploration affect Africa? Who was Walter Raleigh and what happened to the settlement of Roanoke? Why was Francis Drake a vital part of the Golden Age?

Key Skills	Evaluating change and continuity across time; investigating the significance of events; developing source skills.	Investigating the significance of events; evaluating the importance of conquest to cultural changes in Britain; developing source analysis skills.	Historical interpretations; source analysis skills; development of extended writing.	Source analysis skills; cause and consequence; historical significance; historical scholarship; historical site study.	Source analysis skills; cause and consequence; historical significance; historical scholarship.	Source analysis skills; change & continuity; historical significance; historical scholarship.
Misconceptions	Beowulf Poem is about monsters and dragons. Primary sources can only be made during the exact time.	Normandy is a country rather than a region of France. Battle of Stamford Bridge took place in London. William shot an arrow in the eye of Harold Godwinson.	Africa is a country. Mansa was his name, not a title. Musa was the king of Africa.	Black death was in 1600's. Plague doctors. People did not go to church regularly. Church was just a place of worship.	Henry VIII created Protestantism. King does not have to listen to a Pope. England was a unified nation (north and south divide).	British were the first people to travel to America. Slavery only happened in America.
Key Reading	<p>Beowulf Poem Ine's Laws <i>The Normans</i> by Marc Morris <i>A Time Travellers Guide to Medieval England</i> by Ian Mortimer <i>A Time Travellers Guide to Elizabethan England</i> by Ian Mortimer</p>					
Start Point	Building on the basic skills from previous brief historical knowledge. Start with a basis of what a historian is allowing students to understand the expectations throughout the year that they will meet and the developments they	The standard expectations of extended writing and the development of their historical literacy skills.	The forming of England as a united country and the basis of a monarchy and the power changes that occur linked to this.	Students' ability to use and decipher sources will have developed allowing them to begin to access the higher skills linked to source work and the confidence they need to access these higher skills in stages.	Religion for some students is a foreign concept as they do not access this within their home lives and do not view it as important. The basis of this section of the scheme is to allow the importance of religion during these time periods and the way everyday life rotates around the church's	To have a more secure knowledge of the importance of the church and the relevance to everyday life. The links between the church and the monarchy.

	will make as a historian.				expectations and influence.	
End Point	To ensure basic historical skills from Key Stage 2 embedded. Introduction of historical skills and second order concepts.	To describe the events and consequences of the Norman Conquest.	To introduce students to diverse history. To develop their confidence in using alternative forms of evidence to make judgements. To describe the life of Mansa Musa.	To describe the impact of religion on several aspects of daily life in Britain.	To describe the impact of religious change on daily life, political and religious ideology and the monarchy in Britain & Europe.	To analyse a hypothesis to study the positives and negatives of Elizabeth's reign.
Form of Assessment	Baseline assessment in lesson 1. 'What is History?' assessment at end of scheme. Knowledge test.	Written piece: How did the Norman Conquest Change Britain? Knowledge test	Written piece: End of term assessment	Written piece: How important was the church in Medieval England? Knowledge test	Written piece: What was the impact of the reformation on England? Knowledge test	Written piece: 'The Elizabethan England was a golden age.' How far would you agree? End of Year assessment
(In addition to extended written pieces mentioned there will be two formal assessments in the Autumn and Summer term which will test key knowledge, key vocabulary and extended writing.)						
Enrichment opportunities	<ul style="list-style-type: none"> • Opportunities to add to cultural capital of the school by contributing to Black History Month displays and activities. 					
Leadership opportunities	<ul style="list-style-type: none"> • Students will be given the opportunity to present to their peers, get involved in debates and develop their analytical skills. • Opportunities for students to volunteer to take a leading role in organising <i>LGBTQ+ History Month</i> and <i>Black History Month</i> activities in collaboration with school diversity lead and other departments 					