

## History Curriculum Overview - Year 7

		Autumn 1 What History is?	Autumn 2 Romans/Anglo Saxons	Spring 1 The Norman Conquest	Spring 2 The Crusades	Summer 1 & 2 Wars at home and abroad
Learning outcomes/ composite knowledge		Know more about History and why we study it and be able to demonstrate an understanding of the skills needed to be a Historian	Know more about the Roman and Angl Saxon invasions and the reasoning behind it	Know about the Norman Conquest, who they were and what happened during.	Know more about what the Crusades were, why they happened and what life was like during this period of history	To know more about wars that have taken place in Hlstory in England and abroad. To demonstrate understanding of significant historical periods and events
Knowledge Components	Substantive (Topic Knowledge)	<p>To know:</p> <ul style="list-style-type: none"> <li>Why and how we study history</li> <li>That chronology is the study of time</li> <li>How to describe time</li> <li>Understand what is meant by BC and AD</li> <li>What types of evidence there are, written, physical etc.. (sources)</li> <li>Different source types</li> <li>the different categories used to help historians find and see patterns</li> </ul>	<p>To Know:</p> <ul style="list-style-type: none"> <li>About Britain before 1066 and how it changed</li> <li>Why the Romans/Anglo invaded?</li> <li>What did we learn/gain</li> <li>How Britain was after the Romans</li> <li>About the Anglo Saxons and the Viking</li> </ul>	<p>To Know:</p> <ul style="list-style-type: none"> <li>About the changing British Isles</li> <li>Why the throne was vacant 1066</li> <li>How did the Normans consolidate their power?</li> <li>What the Feudal System was</li> <li>About the Harrying of the North</li> <li>How Castles were built</li> <li>About the Domesday Book</li> <li>And explore life under Norman rule</li> </ul>	<p>To Know:</p> <ul style="list-style-type: none"> <li>Why Mediaeval people go on Crusades?</li> <li>The reasons for conflict between empires</li> <li>The motives for going on a crusade</li> <li>Life for crusaders</li> <li>Saladin &amp; Richard</li> <li>Impact of the Crusades</li> </ul>	<p>To Know:</p> <ul style="list-style-type: none"> <li>Causes of the revolt</li> <li>The impact of the Peasants Revolt?</li> <li>Details of the Black death</li> <li>Significant events at the time</li> <li>Who was Watt Tyler</li> <li>Threat to the Monarchy</li> <li>Who was involved in Hundred years war</li> <li>The significance of Joan of arc</li> <li>About the War of the roses</li> <li>Details of Richard III and his reign</li> </ul>
	Disciplinary knowledge (how)	<ul style="list-style-type: none"> <li>Place events in chronological order</li> <li>Describe features about the past using key words</li> <li>Begin to describe some of the reasons</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main events, people and periods into a chronological framework through some knowledge of key events.</li> <li>Write in full sentences and begin to form paragraphs to describe features about</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe links between the different events, places and people in the past through developing knowledge of key events.</li> <li>Write in full paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe links between the different events, places and people in the past through developing knowledge of key events.</li> <li>Write in full paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe links between the different events, places and people in the past through developing knowledge of key events.</li> <li>Write in full paragraphs and use connectives to develop, describe and explore ideas about the past using keywords.</li> </ul>

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		<p>for an event or person being important</p> <p>Identify some key features of past societies, periods</p> <p>Begin to describe some changes over a period of time</p>	<p>the past using keywords.</p> <p>Begin to describe some of the reasons for an event or person being important.</p> <p>Identify some key features of past societies, periods. Begin to describe some changes over a period of time.</p> <p>Identify and begin to describe some causes and consequences of specific events in the past. Demonstrate basic understanding of the causes and consequences.</p> <p>Identify and begin to describe some of the ways the past is presented.</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p>	<p>and use connectives to develop, describe and explore ideas about the past using keywords.</p> <p>Students can describe the reasons why an event or person in the past is significant.</p> <p>Describe some characteristics features of the past societies, periods and can describe changes within and across the period.</p> <p>Describe the key causes and consequences of a historical event in some depth.</p> <p>Demonstrate some understanding of causes and consequences. Make a judgement on the most significant.</p> <p>Describe different interpretations about the same event or person.</p> <p>Select and combine source information to develop understanding of the past.</p> <ul style="list-style-type: none"> <li>Can describe the message of a source, draw basic</li> </ul>	<p>and use connectives to develop, describe and explore ideas about the past using keywords.</p> <p>Students can describe the reasons why an event or person in the past is significant.</p> <p>Describe some characteristics features of the past societies, periods and can describe changes within and across the period.</p> <p>Describe the key causes and consequences of a historical event in some depth.</p> <p>Demonstrate some understanding of causes and consequences. Make a judgement on the most significant.</p> <p>Describe different interpretations about the same event or person.</p> <p>Select and combine source information to develop understanding of the past.</p> <p>Can describe the message</p>	<p>Students can describe the reasons why an event or person in the past is significant.</p> <p>Describe some characteristics features of the past societies, periods and can describe changes within and across the period.</p> <p>Describe the key causes and consequences of a historical event in some depth.</p> <p>Demonstrate some understanding of causes and consequences. Make a judgement on most significant.</p> <p>Describe different interpretations about the same event or person.</p> <p>Select and combine source information to develop understanding of the past.</p> <ul style="list-style-type: none"> <li>Can describe the message of a source, draw basic inferences about what it tells us about a person/event.</li> </ul>

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			inferences about what it tells us about a person/event.	of a source, draw basic inferences about what it tells us about a person/event.	
Substantive Concepts	Time	Invasion	Invasion  Monarchy	Beliefs  International encounters	Monarchy  Rights
National Curriculum reference	Skills, encompassed in the aims of curriculum	the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066	the development of Church, state and society in Medieval Britain 1066-1509	the development of Church, state and society in Medieval Britain 1066-1509	the development of Church, state and society in Medieval Britain 1066-1509
Common misconceptions	Century names and what they mean	Anglo Saxons came across and battled Romans prior to the invasion.	Claims to the throne Events following the battle.	Crusades involved unprovoked attacks and were all about greed.	Reasons behind the revolt  Richard III was a bad character
Exemplar composite Task(s)	Historical detective  Create a timeline	A day in the life  Design a village	Features of a castle  Role-play	Letter home	Debate, for and against