

Term/Focus	<u>Autumn 1</u> Topic: Battle of Hastings and the Norman Conquest BRITISH FOCUS	<u>Autumn 2</u> Topic: Kings and Power Struggles BRITISH FOCUS	<u>Spring 1</u> Topic: Life of a Medieval Peasant BRITISH FOCUS	<u>Spring 2</u> Topic: Henry VIII, Mary and Elizabeth BRITISH FOCUS	<u>Summer 2</u> Topic: Kings and Power Struggles – again. BRITISH FOCUS	<u>Summer 2</u> Topic: Industrial Revolution – A Local Study BRITISH FOCUS
<p>Key knowledge and skills – What core knowledge and key skills will be acquired and developed by students?</p> <p>Theme for the year: Key Individuals in British History</p> <p>Cultural capital for this year group will be mainly focussed on understanding British history and how Britain became the country that it is today. Looking from 1066 when England was greatly changed by William I and assessing the impact that kings have had on the life of individuals, including key religious changes. Local study of Bridport also provides students of a better understanding of how their town came to be what it is today.</p>	<p>Core Knowledge and topics to cover:</p> <ol style="list-style-type: none"> 1. Introduction and written task 2. Chronology 3. Causation 4. Claimants to the throne 5. Stamford Bridge 6. Hastings 7. Why William Won 8. Feudal System 9. Saxon Buhrs to Norman 10. Castles 11. Castle Attack and Defence <p>Extending Writing: How far do you agree that the reason William won the Battle of Hastings was luck?</p>	<p>Core Knowledge and topics to cover:</p> <ol style="list-style-type: none"> 1. Plantagenats and church 2. Evidence and Thomas Beckett 3. Story of Beckett and Henry II 4. Richard Lionheart 5. King John and Magna Carter 6. Knowledge Quiz and Comparison 7. Emma 8. Eleanor 9. Emma or Eleanor? <p>Extended Writing: How useful are sources A and B at showing... What are the key differences?</p>	<p>Core Knowledge and topics to cover:</p> <ol style="list-style-type: none"> 1. Consolidation of a King's life 2. Life as a Knight 3. Peasant Life 4. Peasant Life 5. Crime and Punishment 6. Crime and Punishment 7. Black Death 8. Black Death Impact 9. Peasants Revolt and Rickard III <p>Key Individual: The Common Peasant</p> <p>Extended Writing: Write a narrative account that analyses the life of a peasant.</p>	<p>Core Knowledge and topics to cover:</p> <ol style="list-style-type: none"> 1. War of the Roses 2. Henry's Wives 3. Luther 4. Dissolution of monasteries 5. Mary 6. Elizabeth 7. Armada <p>Extended Writing: Who was most significant – Henry, Mary or Elizabeth?</p>	<p>Core Knowledge and topics to cover:</p> <ol style="list-style-type: none"> 1. Tudors to Stuarts 2. James I 3. Witches and Witch hunters 4. Sources 5. Why was there a witch craze? 6. Why was there a witch craze? 7. Pendle 8. Decline of witch craze <p>Extended writing: How far do you agree that the biggest cause of the witch trials was Catholicism?</p>	<p>Core Knowledge and topics to cover:</p> <ol style="list-style-type: none"> 1. Causes of Industrial Revolution 2. Bridport and Industrialisation of a town 3. Living conditions 4. Work Houses 5. Coal Mines 6. Comparison 7. Improvements <p>Extended project: Presentations on chosen individuals and how significant they are</p>
	<p>Foundation / Developing Describe key events and Explain why William won.</p>	<p>Foundation / Developing Describe sources and explain basic differences. Use NOP effectively.</p>	<p>Foundation / Developing Understand chronology and can describe a peasants life. Make basic comparisons</p>	<p>Foundation / Developing Describes the role of each person. Make decision in which one is most significant and explain why.</p>	<p>Foundation / Developing Explain what caused the witch trials and make a decision as to which was the biggest cause.</p>	<p>Foundation / Developing Explains the importance of chosen individual in history, with reference to the Industrial Revolution.</p>
	<p>Good / Exceptional Analyse what happened and make a judgement on most important reason why William won.</p>	<p>Good / Exceptional Evaluate utility to make a judgement on how useful. Use NOPICK effectively. Cross reference.</p>	<p>Good / Exceptional Understand chronology and analyse the peasant's life looking at why it is this way and how it compares to others around.</p>	<p>Good / Exceptional Analyses the various people and explains their roles and impact. Make a decision on which is most significant through comparison.</p>	<p>Good / Exceptional Analyse various causes and evaluate their importance before reaching a judgement on actual cause.</p>	<p>Good / Exceptional Analyses a range of individuals and evaluate their roles before making a judgement on who is most important in history, with</p>

Subject: History

Year 7 Curriculum Map

						reference to the industrial revolution.
Links to GCSE	Base knowledge for Anglo Saxon GCSE topic. Focus on historical skill of cause and consequence. Question style uses wording like GCSE in preparation and to get students used to vocabulary.	Base knowledge for Anglo Saxon GCSE topic. Focus on historical skill of Source Analysis. Question style uses wording like GCSE in preparation and to get students used to vocabulary.	Base Knowledge for Medicine GCSE topic. Focus on historical skill of comparisons. Question style uses wording like GCSE in preparation and to get students used to vocabulary.	Focus on historical skill of significance. Question style uses wording like GCSE in preparation and to get students used to vocabulary.	Focus on historical skill of cause and consequence. Question style uses wording like GCSE in preparation and to get students used to vocabulary.	Base Knowledge for Medicine GCSE topic. Focus on historical skill of significance / importance. Question style uses wording like GCSE in preparation and to get students used to vocabulary.
Homework – Knowledge organiser created and on website?	Yes	Yes	Yes	Yes	Yes	Yes
Responsive Teaching – how do we assess and feed back to students in this subject (formative and summative)	<ol style="list-style-type: none"> 1. Summative – Extended Writing once a half term 2. Summative – Recap quizzes / vocab quizzes every two weeks 3. Summative – End of unit tests (where suitable) 4. Formative - Whole-class feedback 5. Formative - Highlighters to indicate areas of strength and areas for development 					
Termly assessment content – what content will be covered in your termly assessments (the two-week assessment window)?	Knowledge test on each topic and extended writing tasks will form termly assessment. Every topic covered in the half term will feature on the test.		Knowledge test on each topic and extended writing tasks will form termly assessment. Every topic covered in the half term will feature on the test.		Knowledge test on each topic and extended writing tasks will form termly assessment. Every topic covered in the half term will feature on the test.	

