

Year 7 Long Term Plan History

<p>Domains of knowledge <i>(all need to be in this box, same across all KS)</i></p> <p>Ancient History What key features might you expect of an Ancient society? Pupils must have knowledge of some Ancient societies, as well as differences between them. National curriculum requirements: Local History study: a study of an aspect or site in local history dating from a period before 1066. British History pre 1066.</p> <p>Medieval History What key features might you expect of a Medieval society? Pupils must have knowledge of some Medieval societies, as well as differences between them. National Curriculum requirements: Church, state and society in Medieval Britain 1066-1509.</p> <p>Modern History What key features might you expect of a Modern society? Pupils must have knowledge of some Modern societies, as well as differences between them. National Curriculum requirements: Church, state and society in Britain 1509-1745. National Curriculum requirements:Ideas, political power, industry and empire: Britain 1745-1901. National Curriculum requirements: One study of a significant society or issue in world history and it’s interconnections with other world developments: USA 20th Century</p> <p>British History The National Curriculum states that pupils at KS3 should ‘know and understand the history of these islands as a coherent, chronological narrative. National Curriculum requirements: Ideas, political power, industry and empire: Britain 1745-1901. National Curriculum requirements: Challenges for Britain, Europe and the wider world 1901 to the present day.</p> <p>The Holocaust – the National Curriculum specifies that this must be taught</p> <p>The work of the historian Historical sources – what is ‘evidence’? Historians’ writing & how to present an argument How to use other historians’ work</p>	<p><u>Key concepts (same across all KS)</u></p> <ul style="list-style-type: none">● Cause● Consequence● Change and Continuity● Similarity and Difference● Historical significance● Sources and evidence● Historical interpretations● Power
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Year 7					
Enquiry 1		Enquiry 2		Enquiry 3	
Unit Title: What has been the impact of migration upon Britain before 1066? Part 1 Thematic Study. Link to Year 8	Unit Length: 9 weeks: 1.5 hours per week.	Unit Title: How did William take control of England and what was the impact 1066-1087?	Unit Length: 9 weeks: 1.5 hours per week.	Unit Title: Why was the Black Death a significant event in Britain 1348-1381?	Unit Length: 8 weeks: 1.5 hours per week
<p><u>Domains knowledge</u> <i>Taken from the top left box)</i> Enquiry focus: National Curriculum requirements: Local History study: a study of an aspect or site in local history dating from a period before 1066. British History pre 1066; Migration to Britain Pre 1066 Ancient History: What key features might you expect of an Ancient society? Pupils must have knowledge of some Ancient societies, as well as differences between them. Medieval History: What key features might you expect of a Medieval society? Pupils must have knowledge of some Medieval societies, as well as differences between them.</p>		<p><u>Domains knowledge</u> <i>Taken from the top left box)</i> National Curriculum requirements: Church, state and society in Medieval Britain 1066-1509. Medieval History: What key features might you expect of a Medieval society? Pupils must have knowledge of some Medieval societies, as well as differences between them.</p>		<p><u>Domains knowledge</u> <i>Taken from the top left box)</i> National Curriculum requirements: Church, state and society in Medieval Britain 1066-1509. Medieval History: What key features might you expect of a Medieval society? Pupils must have knowledge of some Medieval societies, as well as differences between them.</p>	

Commented [1]: Why is this in here isn't the enquiry focus the unit title? not quite sure why you have it here and its relevance.

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Commented [3]: Yes but we have to integrate the local history and pre 1066 in to the migration enquiry to cover the NC requirement. This is done with the battle of Brunanburh and the fact the societies studied are pre1066?

<p>Key concepts</p> <ul style="list-style-type: none">● Chronology of migration 800,000 BC-1066AD● Causes of migration.● Consequences of migration on Britain.● Change and Continuity: impact migration had on Britain.● Similarity and Difference: between different societies pre 1066.● Historical significance: Impact of the Roman, Viking and Anglo-Saxon migration on Britain.● Sources and evidence: Roman, Viking and Anglo-Saxon.● Historical interpretations: Roman, Viking and Anglo-Saxon migration interpretations on how the different migrant groups impacted/changed Britain.	<p>Key concepts</p> <ul style="list-style-type: none">● Chronology of 1066-1087.● Causes of the Battle of Hastings.● Consequences of the death of Edward the Confessor/The Battle of Stamford Bridge/William of Normandy becoming king.● Change and Continuity: What Medieval England was like and how England was it ruled before the invasion/the impact of William’s changes on England.● Similarity and Difference: Comparison of the contenders to the throne.● Historical significance: The Battle of Hastings/The Feudal System/Domesday Book.● Sources and evidence: What was England like before the Battle of Hastings.● Historical interpretations: on the Battle of Hastings and how William took control 1066-1087.	<p>Key concepts</p> <ul style="list-style-type: none">● Chronology of 1348-1381.● Causes of the Black Death/Peasants revolt● Consequences of the Black Death/Peasants revolt on society.● Change and Continuity: How the Black Death changed England socially, politically and economically.● Similarity and Difference: Before and after the Black Death.● Historical significance: Population decline due to Black Death and impact on society.● Sources and evidence: The Black Death and the Peasants Revolt.● Historical interpretations: On the Black Death Carole Rawcliffe and Mark Ormrod History Extra: Was the Black Death the end of the world?
<p>Relevant end points: What do you want the students to know and demonstrate: Disciplinary knowledge Students can differentiate between BC and AD: chronology</p> <p>Define migration.</p> <p>Explain who the different settlers were between 800,000BC to 1066 through sources and evidence.</p> <p>Evaluate: How accurate was Robert Winder in suggesting the Anglo-Saxons laid the foundations of England through historical interpretations.</p> <p>Evaluate the impact of migration upon Britain before 1066, by explaining the causes and consequences of migration and the extent of change and continuity within England.</p>	<p>Relevant end points: What do you want the students to know and demonstrate: Disciplinary knowledge Students complete timeline 1066-1087 key events: chronology.</p> <p>Define medieval key terminology.</p> <p>Explain the events of 1066-1087 through sources and evidence.</p> <p>Evaluate: historical interpretations and significance of the Battle of Hastings/how William took control of England.</p> <p>Evaluate the impact of William taking control of England by explaining the causes and consequences of the Norman invasion and the extent of change and continuity, by evaluating the impact of the Norman invasion 1066-1087.</p>	<p>Relevant end points: What do you want the students to know and demonstrate: Disciplinary knowledge Students complete timeline 1341-1348 key events: chronology.</p> <p>Define medieval key terminology on the Black Death and the Peasants Revolt .</p> <p>Explain the events of 1348-1381 through sources and evidence.</p> <p>Evaluate: historical interpretations and the significance of the Black Death and Peasants Revolt.</p> <p>Evaluate Why was the Black Death a significant event in Britain 1348-1381, through explaining the Black Death’s and Peasants Revolts’ causes,consequences and historical significance.</p>
<p>Broken down and sequenced knowledge: Substantive and the work of the historian (teacher job)</p> <p>What is migration? Overview of migration of Britain 800,000 BC-1066: timeline: Chronology</p> <p>Where did the early migrants and settlers come from 800,000 BC? The Earliest Settlers: Hunter Gatherers: Stone settlement: Skara Brae: Similarities/differences</p> <p>What can evidence teach us about the Bronze Age 2500BC? The Bronze Age: Must Farm: Comparison/inference</p> <p>What was the impact of the Roman invasion in Britain 43AD? Reasons why the Romans invaded England: Gold, Silver, Pearl: Impact of Roman migration to Britain:Why was there resistance to Roman rule? : Boudicca: History of African: Impact Romans in Society, government, geography, culture :The Dark Ages 410AD:Change/continuity Sources and evidence: inference</p> <p>Were the Anglo-Saxons invaders or the founders of England 450 AD? How accurate was Robert Winder in suggesting the Anglo-Saxons laid the foundations of England? Sources and evidence: historical interpretations</p>	<p>Broken down and sequenced knowledge: Substantive and the work of the historian (teacher job)</p> <p>Link to migration timeline overview invaders of Britain 410-1042 AD: timeline 1066-1087: Chronology.</p> <p>What was England like before the Battle of Hastings? How was England ruled before the Battle of Hastings? Anglo-Saxon England : day in the life of a Anglo-Saxon/land/towns/Witan How was Anglo-Saxon society ruled? Hierarchy triangle monarch earls thegnes/ ceorls/ thrawls/What makes a good medieval monarch? Death of Edward of Confessor: Sources and evidence</p> <p>Who were the contenders for the throne of England in 1066? Contenders for the throne: William of Normandy, Harold Godwinson, Harald Hardrada: similarity and difference: evaluation of who should be king. Why was the Battle of Stamford Bridge significant? Battle of Stamford Bridge chronology Cause and consequence</p>	<p>Broken down and sequenced knowledge: Substantive and the work of the historian (teacher job)</p> <p>Overview timeline 1348-1381: key events:Chronology</p> <p>How did medieval people explain illness?Four Humours/bad air/astrology/punishment from God/Supernatural: similarity and difference medieval-present day.</p> <p>How did medieval people explain the arrival and causes of the Black Death? Arrival of Black Death/map task/medieval causes of the Black Death/symptoms. Four Humours/bad air/astrology/punishment from God/Supernatural. Sources and evidence.</p> <p>How did medieval people deal with the Black Death and how were the different parts of the British Isles affected? Treatments/avoidance/prayer/bleeding/fire/herbs/lancing/avoidance/Explain which region was affected the most: Sources and evidence.</p>

Commented [4]: What is it you want students to do with Cause and consequence e.g show a basic understanding of or know the difference between etc. @vicky.barnes@coopacademies.co.uk _Assigned to Vicky Barnes [Bebington]_

Commented [5]: That's the overall disciplinary knowledge that is being assessed in the enquiry question.

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<p>Were the Vikings murderous invaders of peaceful settlers 793 AD? Who were the Vikings? murderous invaders of peaceful settlers? Local impact of Vikings: Battle of Brunanburg 937 AD: Sources and evidence: historical interpretations.</p> <p>Which invaders impacted England the most before 1066? What has been the impact of migration upon Britain before 1066? Cause and consequence/ Change and continuity.</p> <p>Key terminology/spelling:</p> <ul style="list-style-type: none">AD/BC/Decade/ Century/Millennium/Migration/invasion/war/culture/social/political/economic/government/trade/Hunter gatherer/Stone Age/New Stone Age/Bronze Age/Iron Age/Celts/Dark Ages Anglo-Saxons/Romans/Boudicca/African Romans/Vikings	<p>Who will win? The Anglo-Saxons or Normans?: housecarls/fyrd/Norman Knights/archers/foot soldiers/ Prediction/evaluation: Similarity and difference.</p> <p>Why did William win the Battle of Hastings? Chronology: The Battle of Hastings what happened? reasons why William won: Richard Humble and Frank Barlow: Historical interpretations.</p> <p>What were the consequences of the Harrying of the North? Taking control using terror: Harrying of the North:consequences: Castles: Motte Bailey/square Keep Castle how they were used to keep control: Taking control peacefully: Feudal System, Domesday Survey/Conquest: landscape/ownership/the Church/Language/Forest/Murdrum Fine: Cause and Consequence: Change and Continuity/historical significance</p> <p>How did William take control of England and what was the impact 1066-1087? Cause and consequence/ Change and continuity/historical significance.</p> <p>Key terminology/spelling:</p> <ul style="list-style-type: none">Candidate/Witan/ Pope/ Claimant/Heir/Rival/Oath/Warrior/Harold Godwinson/Harald Hardrada/ Edward the Confessor/Battle of Stamford Bridge/Tactic /Battle of Hastings/ Bayeux Tapestry/ Senlac Hill/ housecarls/fyrdArchers/CavalryRetreatMotte/Bailey Castle/Defence/Protection/Control/Harrying of the North/Taxation Feudal System/King/Baron/Knights/Peasants/ Occupation/Land sharing/Domesday Book.	<p>What were the consequences of the Black Death on society? Population decline/communities/abandoned/burial/social/political/economic. Black Death Carole Rawcliffe and Mark Ormrod History Extra: Was the Black Death the end of the world?Consequence/Change and Continuity/historical interpretations.</p> <p>Why did the Peasants revolt?Link to consequences of Black Death/Richard II/Regent John of Gaunt/1351 Statute Law/1377/1380/1381/Poll Tax/compare Margaret Thatcher 1991/revolt/Wat Tyler/demands/end feudalism/death of government advisers/punishment/peasant/government advisers: Cause/consequence: sources and evidence.</p> <p>What were the consequences of the Peasants Revolt 1381? Resistance/execution/Henry le Despenser/King broken promises/Billerica Essex/Charters/freedom/pardon/John Ball/Feudal System/was the Revolt a total failure?: Consequences/sources and evidence/historical significance of the Peasants Revolt.</p> <p>Why was the Black Death a significant event in Britain 1348-1381? Cause and consequence/ Change and continuity/historical significance.</p> <p>Key terminology/spelling:</p> <ul style="list-style-type: none">Asia/Disease/Burial/Rats/Fleas/Buboes/Bubonic Plague/Pandemic/Epidemic/ Sin/Prayer/flagellant/herbal remedies/lancing/bleeding/avoidance/abandonment/social/ economic/politicalFeudal System/Statute Law/Poll Tax/Revolt/Archbishop/Charter/Hung,drawn and quartered.
<p>Formal formative:</p> <ul style="list-style-type: none">Knowledge retrieval test: Mid-enquiry assessment: multiple choice factual knowledge.	<p>Formal formative:</p> <ul style="list-style-type: none">Knowledge retrieval test: Mid-enquiry assessment: multiple choice factual knowledge.	<p>Formal formative:</p> <ul style="list-style-type: none">Knowledge retrieval test: Mid-enquiry assessment: multiple choice factual knowledge.
<p>Summative assessment:</p> <ul style="list-style-type: none">Answer enquiry question What has been the impact of migration upon Britain before 1066?	<p>Summative assessment:</p> <ul style="list-style-type: none">Assessment end of unit enquiry question: How did William take control of England and what was the impact 1066-1087?Summative assessment on impact migration had on Britain before 1066 and how William of Normandy took control of England 1066.	<p>Summative assessment:</p> <ul style="list-style-type: none">Assessment end of unit enquiry question: Why was the Black Death a significant event in Britain 1348-1381?

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Year 7 Long Term Plan History

Vision statement (habit 1)
The wider Co-op values of do what matters most, be yourself, succeed together and show you care.

Domains of knowledge (all need to be in this box, same across all KS)

Ancient History
What key features might you expect of an Ancient society?
Pupils must have knowledge of some Ancient societies, as well as differences between them.
National curriculum requirements: Local History study: a study of an aspect or site in local history dating from a period before 1066. British History pre 1066.

Medieval History
What key features might you expect of a Medieval society?
Pupils must have knowledge of some Medieval societies, as well as differences between them.
National Curriculum requirements: Church, state and society in Medieval Britain 1066-1509.

Modern History
What key features might you expect of a Modern society?
Pupils must have knowledge of some Modern societies, as well as differences between them.
National Curriculum requirements: Church, state and society in Britain 1509-1745.
National Curriculum requirements:Ideas, political power, industry and empire: Britain 1745-1901.
National Curriculum requirements: One study of a significant society or issue in world history and it’s interconnections with other world developments: USA 20th Century

British History
The National Curriculum states that pupils at KS3 should ‘know and understand the history of these islands as a coherent, chronological narrative.
National Curriculum requirements: Ideas, political power, industry and empire: Britain 1745-1901.
National Curriculum requirements: Challenges for Britain, Europe and the wider world 1901 to the present day.

The Holocaust – the National Curriculum specifies that this must be taught

The work of the historian
Historical sources – what is ‘evidence’?
Historians’ writing & how to present an argument
How to use other historians’ work
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- Key concepts (same across all KS)
- Cause
 - Consequence
 - Change and Continuity
 - Similarity and Difference
 - Historical significance
 - Sources and evidence
 - Historical interpretations
 - Power

Year 7

Enquiry 4					
Unit Title: To what extent was the power of England’s monarchs challenged by the church and the people 1154-1625?	Unit Length: 10 weeks: 1.5 hours per week.				
<ul style="list-style-type: none">• Domains knowledge Taken from the top left box)• National Curriculum requirements: Church, state and society in Medieval Britain 1066-1509.• Medieval History: What key features might you expect of a Medieval society? Pupils must have knowledge of some Medieval societies, as well as differences between them.					

<p>Key concepts</p> <ul style="list-style-type: none">● Chronology of 1154-1625● Causes of the Challenges English monarchs faced from the church and the people.● Consequences of the challenges monarchs experienced from the church and the people.● Consequences faced by the church and the people, as a result of changing monarchy and practices.● Change and Continuity: impact on England. the challenges brought.● Similarity and Difference: Comparison of monarchs.● Historical significance: of the reigns of Henry II, King John, Henry III, Henry VI, Mary I, Elizabeth I and James I● Sources and evidence: on the challenges the monarchs, church and society faced.● Historical interpretations: on the different monarchs and the challenges within their reigns.		
<p>Relevant end points:</p> <p>What do you want the students to know and demonstrate: Disciplinary knowledge</p> <p>Students complete timeline 1154-1625 key events: chronology.</p> <p>Explain the events of 1154-1625 through sources, evidence and the work of the historian..</p> <p>Evaluate: historical interpretations and significance of the challenges the monarchs, church and society experienced.</p> <p>Evaluate the historical significance of the extent England’s monarchs were challenged by the church and the people 1154-1625.</p>		
<p>Broken down and sequenced knowledge:</p> <p>Substantive and the work of the historian (teacher job)</p> <p>Overview timeline 1154-1625 key events: Chronology</p> <p>Why was the church so important in people’s lives during the Medieval Period? Afterlife/prayer/everyday life/role of the clergy/role of monasteries/crime/science/medicine/warfare: historical significance</p> <p>How was King Henry II challenged by the church? Thomas Becket becomes Archbishop/challenges between church/monarch/arguments over power. Relationship between Thomas and Henry.: Cause</p> <p>Who was to blame for the murder of Thomas Beckett 1170? Why Becket was murdered/Henry II whipped/knights/Bishops/power of the state/power of the church. Consequence: sources and evidence.</p> <p>Was king John unlucky or useless 1199-1216? How John became king? Richard I/Reasons why King John became unpopular with the people reasons for being useless/reasons for being unlucky. Consequence: sources and evidence.</p> <p>How was King John challenged by the people 1215? Barons/terms of the MagnaCarta/the Great Council/1216/People were affected by the Magna Carta/death/succession of Henry III. death of King John/succession of Henry Lincoln 1217.: Historical significance: sources and evidence.</p> <p>Why were people challenging the Catholic Church 1517? Indulgences of the Catholic Church</p>		

<p>Why Martin Luther attacked the Catholic Church 95 Theses/Excommunication/spread of Protestantism. Sources and evidence: Historical interpretations.</p> <p>How was Henry VIII challenged by the church in 1529? Henry's Great Matter/Simon Schama interpretation reasons for failure of marriage to Catherine of Aragon/Anne Boleyn/Leviticus/male heir/annulment/Break with Rome/Act of Supremacy 1534/Reformation. Cause and consequence/Change and continuity/historical interpretations/historical significance.</p> <p>How did the church and the people continue to challenge the Tudor dynasty?Family tree Tudor monarchs: Edward VI/acceleration of Reformation/how far did England change/Lady Jane Grey plot/Mary I/Bloody Mary/Peter Ackroyd/Elizabeth I and religious settlement:How each monarch was challenged by the church/people. Chronology: change and continuity: Historical interpretations.</p> <p>How did the church and the people challenge James I? Link to Elizabeth no heirs/James VI Scotland became James I England/Catholic opposition/Thomas Percy/Monteagle letter/Guy Fawkes/punishment for plotters/death of James I 1625: Cause and consequence/historical interpretations/historical significance.</p>		
<p>Formal formative:</p> <ul style="list-style-type: none">Knowledge retrieval test: Mid-enquiry assessment: multiple choice factual knowledge.		
<p>Summative assessment:</p> <ul style="list-style-type: none">Answer enquiry question To what extent was the power of England's monarchs challenged by the church and the people 1154-1625?Summative assessment: substantive and disciplinary knowledge assessed in end of year exam.		

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