

Subject Vision

- **Thinking:** We want our students to become critical thinkers. They will show curiosity about the world around them. They will be enquiring and ask further questions. They will be media literate adults who can navigate the new media landscape safely.
- **Knowing:** We want our students to be rich in knowledge. They will understand the bigger picture of the national story and be able to place both historical and current events in relation to it. Their understanding of current affairs will be deepened. They can apply their knowledge of history to make connections with their locality. They will have an understanding of the diverse nature of the UK and the experiences of its residents and citizens. We hope that they will even learn the lessons of the past.
- **Communicating:** We want our students to be good communicators. They will be able to express themselves clearly in written form; both when conciseness and depth are required. They will be able to illustrate their points with specific examples and advanced vocabulary. They will focus clearly on the objective of their communication.

Subject End Points

- 1) Students demonstrate knowledge and understanding of the key features and characteristics of the periods studied (N.B End Point 1 is always applied to all other End Points; you cannot meet the other End Points *without* application of End Point 1)
- 2) Students can explain and analyse historical events and periods studied using second order historical concepts
- 3) Student can analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events.
- 4) Students can analyse, evaluate and make substantiated judgements about interpretations (including how and why they may differ) in the context of historical events

<p><u>Subject Domains of Knowledge</u></p> <ul style="list-style-type: none"> • Medieval England c.1000-1500 • The Making of the UK c.1500-1750 • The Transatlantic Slave Trade • 	<p><u>Subject Key Concepts</u></p> <p>Skills (Covered at both KS3 and KS4, Covered explicitly only at KS4)</p> <ul style="list-style-type: none"> • Factual recall • Inference • The process of historical enquiry • Evaluating the usefulness of sources • Explanation • Essay writing • Narrative account and chronology • Description • Identification and explanation of differences between interpretations • SPAGST <p><u>Content</u></p> <ul style="list-style-type: none"> • The history of politics and power • Military History • The history of everyday life • The history of resistance and rebellion
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Medium Term Curriculum Plan

Year 7: History

Units	Medieval England c.1066-1500	Britain c.1500-1750	The Transatlantic Slave Trade
<p>Unit Overview</p>	<p>In this unit, students will build upon their knowledge of earlier time periods taught at Key Stage 2. We will explore the events of the Norman invasion and conquest; locally events that occurred on our doorstep! Students will then go on to study how medieval society developed including power struggles and life for ordinary people.</p>	<p>With background knowledge of the role of monarchs and the Church, students will investigate this further by looking at the Reformation and the story of the threat from the Spanish Armada and its defeat. At the end of this unit, students will prepare for end of Year 7 (the Transatlantic Slave Trade) and the beginning of Year 8 (the</p>	<p>Students' first depth study bridges the time periods studied in the Spring terms of Year 7 (c.1500-1750) and the start of Year 8 (c.1750-1900). Students will investigate all the stages of the 'Triangular Trade' from Europe, to West Africa, to the Americas, then back to Europe. We will then focus on the</p>

		expansion of Empire) by learning about the early colonisation of the 'New World'.	resistance and rebellion of enslaved people and its role in eventual abolition.
Lesson Sequence	<p>1-2 1066: Who should be King? Students will evaluate the claims of the three main candidates and draw a conclusion</p> <p>3-5 Why did the Normans win the Battle of Hastings? Students will study the events of the battle and analyse the relative importance of reasons for failure. They will be prepared to answer the 12 mark question.</p> <p>7-9 How did the Normans use castles? Students will learn about how and why castles were used, how and why they evolved and the impact they had. They will be prepared to answer the 4 mark interpretations question and the 4 mark 'describe two features of..' question.</p> <p>10-12 What were the lives of peasants like? How and why did the Peasants revolt in 1381? Students will learn about the feudal system and the lives of ordinary people. They will learn about reasons for the Peasants' Revolt and the events of the revolt itself.</p>	<p>1-3 How and why did the Reformation happen? Students will learn the reasons for Henry VIII's Reformation including reference to the Dissolution of the monasteries), the changes that happened under Edward VI, Lady Jane Grey, Mary I and Elizabeth I.</p> <p>4- Bloody Mary or Misunderstood Mary? Students will learn about the life and actions of Mary I and analyse how they have been interpreted in different ways. They will draw a conclusion.</p> <p>5-8 The Spanish Armada: How and why did Philip II send the armada? What happened to the Armada? Why was the armada defeated? Students will learn about the reasons for the conflict between England and Spain, the story of what happened to the Armada and analyse a range of reasons for failure including Leadership, Spanish decisions, luck and English superiority.</p> <p>9-10 How and why did the English start to colonise 'The New World' Students will learn about the reasons for colonisation e.g. economic and religious. They will learn about the early interactions</p>	<p>1 What was West Africa like before 1500? Student will learn about the culture of West Africa before Europeans started the Triangular Trade.</p> <p>2 What was Triangular Trade? Students will gain an overview of the different stages of triangular trade: capture, Middle Passage, auction, plantations, export to Britain.</p> <p>3 How and why did people become enslaved? Students will learn in more depth about how people became enslaved in West Africa</p> <p>4 What were conditions like on the Middle Passage- students will learn in more depth about the conditions on the slave ships crossing the Atlantic Ocean. They should also cover what happened at the end of the journey (e.g. auction)</p> <p>5 What was life and work on plantations like? Students will learn about the control measures on plantations and the nature of the work done. They will also learn about culture among enslaved populations e.g. music, religion, families etc.</p>

	<p>13-14 How important was the Medieval Church Students will learn about the role of the Church and its impact on people's lives</p> <p>Other lessons: Wiggle room, assessment, other lessons on the theme of medieval England.</p> <p>Teachers will need to identify where in this sequence of lessons they will teach the relevant assessment skills: explanation, differences in interpretations, description.</p>	<p>between the English and colonised peoples.</p> <p>Other lessons: Wiggle room, assessment, other lessons on the theme of early modern England</p> <p>Teachers will need to identify where in this sequence of lessons they will teach the relevant assessment skills: source analysis, differences in interpretations, essay writing</p>	<p>6-8 How and why did enslave people rebel? Students will gain an overview of the reasons for and methods of rebellion and then focus in on at least one case study (e.g. the Underground Railroad).</p> <p>9-10 How and why was slavery abolished? Students will learn about how black people's own actions, economic factors and the work of white campaigners led to abolition.</p> <p>Other lessons: Wiggle room, assessment, other lessons on the theme of Triangular Trade.</p> <p>Teachers will need to identify where in this sequence of lessons they will teach the relevant assessment skills: source analysis, description, explanation.</p>
<p>Key Domains and Concepts taught in this Unit / Term</p>	<p>Domain: Medieval England c. 1066-1500</p> <p>Concepts (skills): Explanation, Description, Identification of differences between interpretations, factual recall, chronology</p> <p>Concepts (content): The history of politics and power, Military History, The history of everyday life, The history of resistance and rebellion</p>	<p>Domain: Britain c.1500-1750</p> <p>Concepts (skills): Essay writing, SPAGST, Identification of differences between interpretations, factual recall, chronology, evaluating the usefulness of sources</p> <p>Concepts (content): The history of politics and power, Military History, The history of everyday life, The history of resistance and rebellion</p>	<p>Domain: The Transatlantic Slave Trade</p> <p>Concepts (skills): description, evaluating the usefulness of sources, explanation, factual recall</p> <p>Concepts (content): The history of politics and power, Military History, The history of everyday life, The history of resistance and rebellion</p>

KS4 End Points	1,2,4	1,2,3,4	1,2,3
Declarative Knowledge (Students should know)	<ul style="list-style-type: none"> • The 1066 succession crisis • The Norman invasion • The Norman consolidation of power • Life in Medieval Britain • Medieval Medicine • The Peasants' Revolt • The role of the Church in medieval Britain • The murder of Thomas Becket • King John and the Magna Carta <p><i>Topics in yellow may be covered if there is time. They are not part of our core History curriculum</i></p>	<ul style="list-style-type: none"> • The Reformation • The Spanish Armada • Tudor propaganda • Treatment of the poor in Tudor England • Colonisation of America • The Gunpowder Plot 	<ul style="list-style-type: none"> • Africa Before 1500 • 'Triangular Trade' • Becoming enslaved • The Middle Passage • Plantations • Attitudes towards slavery in Britain • Rebellions of enslaved people • Abolition
Procedural Knowledge (Students should be able to do)	<ul style="list-style-type: none"> • Explain why the Normans won the Battle of Hastings • Describe two features of castles • Identify and explain how interpretations on the impact of castles differ • Recall factual information on the Battle of Hastings • Recall factual information on castles • Write about the other topics in the declarative knowledge showing description, explanation and evaluation. 	<ul style="list-style-type: none"> • Queen Mary I of England deserves to be known as Bloody Mary'. How far do you agree? • Identify and explain how interpretations on the reasons for the Spanish Armada's defeat differ • Evaluate the usefulness of sources for an enquiry into the reasons for the Spanish Armada's defeat • Factual recall on the Reformation • Factual recall on the Spanish Armada • Write about the other topics in the declarative knowledge showing description, explanation and evaluation. 	<ul style="list-style-type: none"> • Describe two features of life for enslaved people on plantations • Evaluating the usefulness of sources for an enquiry into conditions on the Middle Passage • Explain why the _____ rebellion happened • Factual recall on Triangular Trade • Factual recall on rebellion and abolition • Write about the other topics in the declarative knowledge showing description, explanation and evaluation.