



# HISTORY CURRICULUM MAP

## YEAR 7

<p><b>HALF TERM 1: What changed from the Stone Age to the Vikings? (Bridging History)</b>  <b>What makes a good historian?</b>  <b>Second order concept: Change and Continuity</b>  <b>1 What is History?</b></p> <ul style="list-style-type: none"> <li>• How is a source different to an interpretation?</li> <li>• How do we measure time?</li> <li>• Second Order concepts</li> </ul> <p><b>2 What was the Stone Age?</b></p> <ul style="list-style-type: none"> <li>• Where does this unit fit?</li> <li>• Stone Age to Iron Age</li> <li>• First Britons</li> </ul> <p><b>3 Why did the Romans invade Britain?</b></p> <ul style="list-style-type: none"> <li>• Ancient Greece</li> <li>• Caesar, Caligula and Claudius</li> <li>• Local History: Wroxeter Roman City</li> <li>• What changes did the Romans bring</li> </ul> <p><b>4 Were the 'Dark Ages' really that bad?</b></p> <ul style="list-style-type: none"> <li>• Anglo-Saxons</li> <li>• Sutton Hoo</li> <li>• King Alfred's Jewel</li> </ul> <p><b>5 What changed with the arrival of the Vikings?</b></p> <ul style="list-style-type: none"> <li>• Lindisfarne 793AD</li> <li>• Æthelflæd and the burghs</li> <li>• Danelaw</li> </ul> <p><b>6 What were the achievement in the Islamic world?</b></p> <ul style="list-style-type: none"> <li>• Early Islamic civilisation</li> <li>• Baghdad-centre of learning</li> <li>• Comparisons</li> </ul> <p><b>7 Britain by 1065</b></p> <ul style="list-style-type: none"> <li>• Power of the monarch</li> <li>• Role of religion</li> <li>• Food and Drink</li> <li>• Communication</li> <li>• Homes</li> <li>• How did people spend their free time?</li> <li>• Temperature Check</li> </ul> <p><b>(8) Why was Pompeii a city of ashes?</b></p> <ul style="list-style-type: none"> <li>• Life in a Roman town</li> <li>• Signs of trouble and eruption</li> <li>• What does Pompeii tell us?</li> </ul>		<p><b>Supporting texts or wider reading:</b>          Simon Schama, A History of Britain, 3000BC-1603/ Helen Carr &amp; Suzannah Lipscomb, What is History, Now?</p>
		<p><b>Opportunities for extended writing:</b>          Part 3 demonstration of learning via tasks such as diary writing, speeches, if/so/because paragraphs. Part 3 tasks will have a success criteria and typically be peer/self assessed.</p>
		<p><b>Speak like an expert:</b>          Students will be asked to read out their part 3 answers and responses to progress checks.</p>
		<p><b>Homework</b>  <b>Week 1: How do we measure time</b>  <b>Week 3: History around us</b>  <b>Week 5: Revision for the Temperature Check</b></p>
		<p><b>Links to careers: Religious jobs in the role of religion part.</b></p> <p><b>Link to Personal Development: Studens will get a better understanding of why we are who we are by looking at immigration via Vikings settlements.</b></p> <p><b>LOTC: Burgh at Warwick Castle and Wroxeter Roman City</b>  <b>British Values:</b>          -Rule of Law: power of the monarch          -Respect and Tolerance: Danelaw and immigraiton into Britain          Democracy: role of the monarch          -Individual Liberty:</p>
<p><b>Students can use these key words</b>          Amphitheatre, Archaeologists, Astrolabe, Barbarians, Biased, Caliph, Centurion, Centuries, Consul, Empire, Interpretations, Pope, Monarchy, Republic, Sources.</p>		
<p><b>HALF TERM 2: How did the Normans change life in Britain?</b>  <b>Second order concept: Cause and Consequence</b>  <b>1 What was the problem in 1066?</b></p> <ul style="list-style-type: none"> <li>• Where does this unit fit?</li> <li>• Edward the Confessor as cause</li> <li>• Claimants to the throne</li> </ul> <p><b>2 Was William lucky at Hastings?</b></p> <ul style="list-style-type: none"> <li>• Battle tactics, soldiers and positions</li> </ul>		<p><b>Supporting texts or wider reading:</b>          Marc Morris, William I/ Simon Schama, A History of Britain, 3000BC-1603</p>
		<p><b>Opportunities for extended writing:</b>          Part 3 demonstration of learning via tasks such as diary writing, speeches, if/so/because paragraphs. Part 3 tasks will have a success criteria and typically be peer/self assessed.</p>



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<ul style="list-style-type: none"> <li>• Bayeux Tapestry as a source</li> <li>• What does William’s victory mean?</li> </ul> <p><b>3 How did William keep control?</b></p> <ul style="list-style-type: none"> <li>• What caused the rebellions?</li> <li>• Harrying of the North</li> <li>• Feudal System</li> <li>• Domesday Books</li> </ul> <p><b>4 How did Castles develop?</b></p> <ul style="list-style-type: none"> <li>• Motte and Bailey</li> <li>• Stone-concentric</li> <li>• Attack and defending</li> <li>• Temperature Check</li> </ul> <p><b>5 Local History: Where does Wolverhampton get its name from?</b></p> <ul style="list-style-type: none"> <li>• Wolverhampton before the Vikings</li> <li>• Wulfruna and the abduction</li> <li>• Legacy</li> </ul> <p><b>6 What did the Normans ever do for us?</b></p> <ul style="list-style-type: none"> <li>• Language changes</li> <li>• Law and religion</li> <li>• French connection</li> <li>• Temperature Check</li> </ul> <p><b>(7) What were the Crusades?</b></p> <ul style="list-style-type: none"> <li>• Pope Urban II call for Crusade.</li> <li>• Progress of the first Crusade</li> <li>• Other Crusades and Knight Templar.</li> </ul>		<p><b>Speak like an expert:</b> Students will be asked to read out their part 3 answers and responses to progress checks.</p>
		<p><b>Homework</b> Week 1: Who were the contenders to the Throne? Week 3: Feudal System Week 5: Revision for the Temperature Check</p>
		<p><b>Links to careers:</b> Beginning of English legal system. <b>Link to Personal Development:</b> Legacy of Norman invasion <b>LOTC:</b> Warwick Castle, Wolvherhampton City Centre <b>British Values:</b> -Rule of Law: Fedual System -Respect and Tolerance: role of law in Norman Society <b>Democracy:</b> Domesday book survey -Individual Liberty: Claimaints to the throne and the Witan</p>
<p><b>Students can use these key words:</b> Bailey, Barbican, Crusade, Conqueror, Doom Paintings, Earldom, Feudal System, Housecarl, Hue and Cry, Jury, Keep, Massacred, Motte, Ordeal, Pilgrimage, Saracens, Shield Wall.</p>		
<p><b>HALF TERM 3: ‘These kings murdered, betrayed and tyrannised their way to spectacular success’.</b> <b>How far do you agree?</b> <b>Second order concept: Interpretations</b></p> <p><b>1 Who had power over people’s minds?</b></p> <ul style="list-style-type: none"> <li>• Where does this unit fit?</li> <li>• Afterlife</li> <li>• Church Hierarchy, Monks and Nuns</li> <li>• Pilgrimage</li> <li>• ASSESSMENT 1</li> </ul> <p><b>2 Who won the battle of Crown vs Church?</b></p> <ul style="list-style-type: none"> <li>• Henry II and the power of the Church</li> <li>• Archbishop Becket</li> <li>• Murder and atonement</li> </ul> <p><b>3 Who won the battle of Crown vs Parliament?</b></p> <ul style="list-style-type: none"> <li>• King John’s mistakes</li> <li>• Runnymede</li> <li>• Magna Carta’s influence</li> <li>• Peasants Revolt</li> </ul> <p><b>4 How deadly was the Black Death?</b></p> <ul style="list-style-type: none"> <li>• Medieval medicine</li> <li>• Local history: Black death in Staffordshire</li> <li>• Causes and cures</li> </ul> <p><b>5 Was England in charge? Wales and Scotland</b></p> <ul style="list-style-type: none"> <li>• William Wallace</li> </ul>		<p><b>Supporting texts or wider reading:</b> Dan Jones, The Plantagenets</p>
		<p><b>Opportunities for extended writing:</b> Part 3 demonstration of learning via tasks such as diary writing, speeches, if/so/because paragraphs. Part 3 tasks will have a success critiera and typically be peer/self assessed.</p>
		<p><b>Speak like an expert:</b> Students will be asked to read out their part 3 answers and responses to progress checks.</p>
		<p><b>Homework</b> Week 1: How did the Church work? Week 3: What was the Black Death Week 5: Revision for the Temperature Check</p>
		<p><b>Links to careers:</b> Beginning of English polictal system <b>Link to Personal Development</b> <b>LOTC:</b> Black Death in our area <b>British Values:</b> -Rule of Law: Magna Carta and limits of to royal power.</p>








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<ul style="list-style-type: none"> <li>Owain Glendower</li> <li>Plantagenet empire</li> </ul> <p><b>6 Who won the 100 years war?</b></p> <ul style="list-style-type: none"> <li>Crecy, Poitiers, Agincourt</li> <li>Joan of Arc</li> <li>Medieval warfare</li> <li>Temperature Check</li> </ul> <p><b>(7) How did medieval people have fun?</b></p> <ul style="list-style-type: none"> <li>Gleemen and travelling theatre</li> <li>Role of festivals</li> <li>Rich and poor child's play</li> </ul>		<p>-Respect and Tolerance: Murder of Thomas Becket</p> <p>Democracy: Peasants Revolt</p> <p>-Individual Liberty: Joan of Arc</p>
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Students can use these key words: Abbey, Afterlife, Bubonic, Clergy, Commoners, Doom Paintings, Excommunicated, Flagellants, Homage, Latin, Manuscripts, Parliament, Pneumonic, Saint, Shrine









<p><b>HALF TERM 4: Where the Tudors any different to other royal families?</b></p> <p><b>Second order concept: Similarity and Difference</b></p> <p><b>1 Was Richard III a villain?</b></p>		<p><b>Supporting texts or wider reading:</b> John Guy, The Tudors</p>
<ul style="list-style-type: none"> <li>Where does this unit fit?</li> <li>Wars of the Roses</li> <li>Princes in the Tower</li> <li>Bosworth</li> </ul> <p><b>2 Was Henry VII the greatest every King?</b></p>		<p><b>Opportunities for extended writing:</b> Part 3 demonstration of learning via tasks such as diary writing, speeches, if/so/because paragraphs. Part 3 tasks will have a success criteria and typically be peer/self assessed.</p>
<ul style="list-style-type: none"> <li>Reconciliation</li> <li>Controlling the nobility</li> <li>Legal and financial changes.</li> </ul> <p><b>3 What was life like Tudor England?</b></p>		<p><b>Speak like an expert:</b> Students will be asked to read out their part 3 answers and responses to progress checks.</p>
<ul style="list-style-type: none"> <li>Schools</li> <li>Migration and John Black</li> <li>Crime and punishment</li> <li>Make up and fashion</li> <li>Food</li> </ul> <p><b>4 How did people have fun in Tudor England?</b></p>		<p><b>Homework</b> Week 1: Was Richard III evil? Week 3: What was Tudor School like? Week 5: Revision for the Temperature Check</p>
<ul style="list-style-type: none"> <li>Music and stage</li> <li>Tudor Sports</li> <li>Childs play</li> </ul> <p><b>5 Why was Shakespeare so popular?</b></p> <ul style="list-style-type: none"> <li>Stratford Upon Avon</li> <li>Rival Theatres</li> <li>Range of works</li> </ul> <p><b>6 Britain by 1485</b></p> <ul style="list-style-type: none"> <li>Power of the monarch</li> <li>Role of religion</li> <li>Food and Drink</li> <li>Communication</li> <li>Homes</li> <li>How did people spend their free time?</li> </ul> <p><b>(7) Who was Samurai Bill?</b></p> <ul style="list-style-type: none"> <li>Knowledge of the globe</li> <li>William Adams</li> <li>Japanese culture</li> </ul>		<p><b>Links to careers: Jobs in entertainment</b> <b>Link to Personal Development:</b> LOTC: Startford upon Avon <b>British Values:</b> -Rule of Law: power of the monarch -Respect and Tolerance: Migration into Tudor England -Democracy: Henry VII's taxation -Individual Liberty: Child's Play</p>

Students can use these key words: Belladonna, Blood Sports, Corruption, Execution, Grammar School, Printing Press, Renaissance, Theatre, Yeomen



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<p><b>HALF TERM 5: How did Henry VIII change England forever?</b></p> <p><b>Second order concept: Significance</b></p> <p><b>1 What were Henry VIII's 3 problems?</b></p> <ul style="list-style-type: none"> <li>• Where does this unit fit?</li> <li>• Marriage to Catherine of Aragon</li> <li>• Love, Money, Heir.</li> </ul> <p><b>2 How did Henry solve his problems?</b></p> <ul style="list-style-type: none"> <li>• Split from Rome</li> <li>• Thomas More</li> <li>• Reformation</li> </ul> <p><b>3 Why was early modern religion like a roller coaster?</b></p> <ul style="list-style-type: none"> <li>• Martin Luther</li> <li>• Protestants vs Catholic</li> <li>• Religious changes</li> <li>• Impact on the Commons.</li> </ul> <p><b>4 Local History: Where did all the monasteries go: White Ladies Abbey</b></p> <ul style="list-style-type: none"> <li>• Dissolution</li> <li>• Thomas Cromwell</li> <li>• Impact on the poor</li> <li>• ASSESSMENT 2</li> </ul> <p><b>5 Was there a Golden age under Elizabeth</b></p> <ul style="list-style-type: none"> <li>• Theatre</li> <li>• Armada</li> <li>• Social classes</li> </ul> <p><b>6 Was Henry VIII the most significant monarch?</b></p> <ul style="list-style-type: none"> <li>• Impact of religious changes</li> <li>• Comparisons</li> <li>• Henry in modern culture</li> </ul> <p><b>(7) Blackbeard, the original pirate?</b></p> <ul style="list-style-type: none"> <li>• Early modern exploration</li> <li>• Slavery</li> <li>• Pirates</li> </ul>		<p>Supporting texts or wider reading: John Guy, Henry VIII</p>
		<p>Opportunities for extended writing: Part 3 demonstration of learning via tasks such as diary writing, speeches, if/so/because paragraphs. Part 3 tasks will have a success criteria and typically be peer/self assessed.</p>
		<p>Speak like an expert: Students will be asked to read out their part 3 answers and responses to progress checks.</p>
		<p>Homework        Week 1: What was young Henry VIII like?        Week 3: Religious changes        Week 5: Revision for the Temperature Check</p>
		<p>Links to careers: Roles of the Law        Link to Personal Development: How Britain has developed.        LOTC: White Ladies Abbey        British Values:        -Rule of Law: power of the monarch        -Respect and Tolerance: Danelaw and immigration into Britain        Democracy: role of the monarch        -Individual Liberty:</p>
<p>Students can use these key words: Adulterous, Bribe, Catholic, Dissolution, Divorce, Heretic, Galleon, Indulgence, Protestant, Reformation</p>		
<p><b>HALF TERM 6: How far was 17<sup>th</sup> century Britain turned upside down?</b></p> <p><b>Second order concept: Interpretations</b></p> <p><b>1 Why did the English Civil War Start?</b></p> <ul style="list-style-type: none"> <li>• Where does this unit fit?</li> <li>• Divine Right of Kings</li> <li>• Ship tax and other causes</li> </ul> <p><b>2 Roundheads vs Cavaliers, who was better?</b></p> <ul style="list-style-type: none"> <li>• Battles and soldiers</li> <li>• Prince Rupert</li> <li>• New Model Army</li> </ul> <p><b>3 Why did Britain kill its own king?</b></p> <ul style="list-style-type: none"> <li>• Oliver Cromwell</li> </ul>		<p>Supporting texts or wider reading: Christopher Hill, A century of Revolution</p>
		<p>Opportunities for extended writing: Part 3 demonstration of learning via tasks such as diary writing, speeches, if/so/because paragraphs. Part 3 tasks will have a success criteria and typically be peer/self assessed.</p>
		<p>Speak like an expert: Students will be asked to read out their part 3 answers and responses to progress checks.</p>



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<ul style="list-style-type: none"> <li>• Death Warrant</li> <li>• Execution and Protectorate</li> </ul> <p><b>4</b> <u>Local History: How did Charles II escape: Boscobel House and Moseley Old Hall</u></p> <ul style="list-style-type: none"> <li>• Hunt for the Royals</li> <li>• Charles path</li> <li>• Exile</li> </ul> <p><b>5</b> <u>Was Cromwell a hero or a Villain?</u></p> <ul style="list-style-type: none"> <li>• Religious changes</li> <li>• Evidence for and against</li> <li>• The story of Cromwell's head</li> </ul> <p><b>6</b> <u>How had Britain changed by 1750?</u></p> <ul style="list-style-type: none"> <li>• Power of the monarch</li> <li>• Role of religion</li> <li>• Food and Drink</li> <li>• Communication</li> <li>• Homes</li> <li>• How did people spend their free time?</li> </ul> <p><b>(7)</b> <u>Why do Americans speak English?</u></p> <ul style="list-style-type: none"> <li>• Knowledge of the 'New World'</li> <li>• Pilgrim fathers</li> <li>• Thanksgiving</li> <li>• America by 1700</li> </ul>		<p><b>Homework</b></p> <p>Week 1: Timeline of English Civil War</p> <p>Week 3: Execution of Charles I</p> <p>Week 5: Revision for the Temperature Check</p>
<p>Students can use these key words: Civil War, Divine Rights of Kings, Parliamentarian, Royalist, Ship Tax, Triennial Act, Tyrant</p>		<p>Links to careers: Heritage sector through Boscobel House</p> <p>Link to Personal Development: How Britain has developed.</p> <p>LOTG: - Boscobel House and Moseley Old Hall</p> <p>British Values:</p> <ul style="list-style-type: none"> <li>-Rule of Law: Divine Right of Kings</li> <li>-Respect and Tolerance: Execution of Charles I</li> <li>Democracy: role of the monarch</li> <li>-Individual Liberty: Pilgrim fathers quest for freedom</li> </ul>