



HISTORY CURRICULUM MAP

YEAR 7

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



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<ul style="list-style-type: none"> Wolverhampton before the Vikings Wulfruna and the abduction Legacy <p>3 Was William lucky at Hastings?</p> <ul style="list-style-type: none"> Battle tactics, soldiers and positions Bayeux Tapestry as a source What does William's victory mean? <p>4 How did William keep control?</p> <ul style="list-style-type: none"> What caused the rebellions? Harrying of the North Feudal System Domesday Books <p>5 How did Castles develop?</p> <ul style="list-style-type: none"> Motte and Bailey Stone-concentric Attack and defending Temperature Check <p>6 What did the Normans ever do for us?</p> <ul style="list-style-type: none"> Language changes Law and religion French connection Temperature Check <p>(7) What were the Crusades?</p> <ul style="list-style-type: none"> Pope Urban II call for Crusade. Progress of the first Crusade Other Crusades and Knight Templar. 		<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: Who were the contenders to the Throne? Week 3: Sources Week 5: Interpretation</p>
		<p>Links to careers: Beginning of English legal system. Students learn about the impact of the Norman takeover on jobs and start to learn about trade.</p> <p>Link to Personal Development: Legacy of Norman invasion</p> <p>LOT: Warwick Castle, Wolverhampton City Centre</p> <p>British Values: -Rule of Law: Feudal System -Respect and Tolerance: role of law in Norman Society Democracy: Domesday book survey -Individual Liberty: Claimants to the throne and the Witan</p>
<p>Students can use these key words: Bailey, Barbican, Crusade, Conqueror, Doom Paintings, Earldom, Feudal System, Housecarl, Hue and Cry, Jury, Keep, Massacred, Motte, Ordeal, Pilgrimage, Saracens, Shield Wall.</p>		
<p>HALF TERM 3: 'These kings murdered, betrayed and tyrannised their way to spectacular success'. How far do you agree?</p> <p>Second order concept: Interpretations</p> <p>1 Who had power over people's minds?</p> <ul style="list-style-type: none"> Where does this unit fit? Afterlife Church Hierarchy, Monks and Nuns Pilgrimage ASSESSMENT 1 <p>2 Who won the battle of Crown vs Church?</p> <ul style="list-style-type: none"> Henry II and the power of the Church Archbishop Becket Murder and atonement <p>3 Who won the battle of Crown vs Parliament?</p> <ul style="list-style-type: none"> King John's mistakes Runnymede Magna Carta's influence Peasants Revolt <p>4 How deadly was the Black Death?</p> <ul style="list-style-type: none"> Medieval medicine Local history: Black death in Staffordshire Causes and cures <p>5 Was England in charge? Wales and Scotland</p> <ul style="list-style-type: none"> William Wallace 		<p>Supporting texts or wider reading: Dan Jones, The Plantagenets</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: Henry II Week 3: Source Week 5: Interpretation</p>
		<p>Links to careers: Beginning of English political system. Students look at the role of monarchy but will also look at roles within the Church</p> <p>Link to Personal Development LOT: Black Death in our area</p>








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

<p>HALF TERM 4: What was Tudor life like?</p> <p>Second order concept: Similarity and Difference</p> <p>1 <u>Was Richard III a villain?</u></p> <ul style="list-style-type: none"> • Where does this unit fit? • Wars of the Roses • Princes in the Tower • Bosworth <p>2 <u>Was Henry VII the greatest every King?</u></p> <ul style="list-style-type: none"> • Reconciliation • Controlling the nobility • Legal and financial changes. <p>3 <u>What was life like Tudor England?</u></p> <ul style="list-style-type: none"> • Schools • Migration and John Black • Crime and punishment • Make up and fashion • Food <p>4 <u>How did people have fun in Tudor England?</u></p> <ul style="list-style-type: none"> • Music and stage • Tudor Sports • Childs play <p>5 <u>Why was Shakespeare so popular?</u></p> <ul style="list-style-type: none"> • Stratford Upon Avon • Rival Theatres • Range of works <p>6 <u>Britain by 1485</u></p> <ul style="list-style-type: none"> • Power of the monarch • Role of religion • Food and Drink • Communication • Homes • How did people spend their free time? <p>(7) <u>Who was Samurai Bill?</u></p> <ul style="list-style-type: none"> • Knowledge of the globe • William Adams • Japanese culture 		<p>Supporting texts or wider reading: John Guy, The Tudors</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: Was Richard III evil? Week 3: Sources Week 5: Interpretation</p>
		<p>Links to careers: Jobs in entertainment Students will also learn about occupations in the Church within England and the impact of the Reformation on these.</p> <p>LOTG: Startford upon Avon</p> <p>British Values:</p> <ul style="list-style-type: none"> -Rule of Law: power of the monarch -Respect and Tolerance: Migration into Tudor England -Democracy: Henry VII's taxation -Individual Liberty: Child's Play

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



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<p>HALF TERM 5: How did Henry VIII change England forever?</p> <p>Second order concept: Significance</p> <p>1 What were Henry VIII's 3 problems?</p> <ul style="list-style-type: none"> Where does this unit fit? Marriage to Catherine of Aragon Love, Money, Heir. <p>2 How did Henry solve his problems?</p> <ul style="list-style-type: none"> Split from Rome Thomas More Reformation <p>3 Why was early modern religion like a roller coaster?</p> <ul style="list-style-type: none"> Martin Luther Protestants vs Catholic Religious changes Impact on the Commons. <p>4 Local History: Where did all the monasteries go: White Ladies Abbey</p> <ul style="list-style-type: none"> Dissolution Thomas Cromwell Impact on the poor ASSESSMENT 2 <p>5 Was there a Golden age under Elizabeth</p> <ul style="list-style-type: none"> Theatre Armada Social classes <p>6 Was Henry VIII the most significant monarch?</p> <ul style="list-style-type: none"> Impact of religious changes Comparisons Henry in modern culture <p>(7) Blackbeard, the original pirate?</p> <ul style="list-style-type: none"> Early modern exploration Slavery Pirates 		<p>Supporting texts or wider reading: John Guy, Henry VIII</p>
		<p>Opportunities for extended writing:</p> <p>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:</p> <p>Students will be asked to read out their part 3 answers and responses to progress checks.</p>
		<p>Homework</p> <p>Week 1: What was young Henry VIII like?</p> <p>Week 3: Source</p> <p>Week 5: Interpretations</p>
		<p>Links to careers: Roles of the Law. Students will begin to understand employment equality</p> <p>Link to Personal Development: How Britain has developed.</p> <p>LOTG: White Ladies Abbey</p> <p>British Values:</p> <ul style="list-style-type: none"> -Rule of Law: power of the monarch -Respect and Tolerance: Danelaw and immigration into Britain Democracy: role of the monarch -Individual Liberty:
<p>Students can use these key words: Adulterous, Bribe, Catholic, Dissolution, Divorce, Heretic, Galleon, Indulgence, Protestant, Reformation</p>		
<p>HALF TERM 6: How far was 17th century Britain turned upside down?</p> <p>Second order concept: Interpretations</p> <p>1 Why did the English Civil War Start?</p> <ul style="list-style-type: none"> Where does this unit fit? Divine Right of Kings Ship tax and other causes <p>2 Roundheads vs Cavaliers, who was better?</p> <ul style="list-style-type: none"> Battles and soldiers Prince Rupert New Model Army <p>3 Why did Britain kill its own king?</p> <ul style="list-style-type: none"> Oliver Cromwell 		<p>Supporting texts or wider reading: Christopher Hill, A century of Revolution</p>
		<p>Opportunities for extended writing:</p> <p>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:</p> <p>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"> • Death Warrant • Execution and Protectorate <p>4 <u>Local History: How did Charles II escape: Boscobel House and Moseley Old Hall</u></p> <ul style="list-style-type: none"> • Hunt for the Royals • Charles path • Exile <p>5 <u>Was Cromwell a hero or a Villain?</u></p> <ul style="list-style-type: none"> • Religious changes • Evidence for and against • The story of Cromwell's head <p>6 <u>How had Britain changed by 1750?</u></p> <ul style="list-style-type: none"> • Power of the monarch • Role of religion • Food and Drink • Communication • Homes • How did people spend their free time? <p>(7) <u>Why do Americans speak English?</u></p> <ul style="list-style-type: none"> • Knowledge of the 'New World' • Pilgrim fathers • Thanksgiving • America by 1700 	 	<p>Homework</p> <p>Week 1: Timeline if English Civil War Week 3: Execution of Charles I Week 5: Revision for the Temperature Check</p> <p>Links to careers: Heritage sector through Boscobel House. Students will begin to understand employment equality</p> <p>Link to Personal Development: How Britain has developed.</p> <p>LOTG: - Boscobel House and Moseley Old Hall British Values: -Rule of Law: Divine Right of Kings -Respect and Tolerance: Execution of Charles I Democracy: role of the monarch -Individual Liberty: Pilgrim fathers quest for freedom</p>
<p>Students can use these key words: Civil War, Divine Rights of Kings, Parliamentarian, Royalist, Ship Tax, Triennial Act, Tyrant</p>		