

Curriculum Content Map		Subject:											
Month	Unit of Work	September	October	November	December	January	February half term 1	February half term 2	March	April	May	June	July
Cultural Transmission	National Curriculum area - History	Introduction to history at All Saints	Introduction to history at All Saints	Competition and conquest: 1066 the battle for the nation	Competition and conquest: 1066 the battle for the nation	Why did Henry VI win the throne of England in 1453?	Why did Henry VII win the throne of England in 1485?	How did Britain change under the Tudors?	Elizabeth I	The Stuarts	How did the English Civil War turn England upside down?	How did the English Civil War turn England upside down?	Africa before Slavery
	Substantive Knowledge	The What? <ul style="list-style-type: none"> <li>1) Greek and Roman Gods</li> <li>2) The leadership of Julius Caesar and the creation of the Roman Empire.</li> <li>3) The Roman invasion of Britain.</li> <li>4) Black History month</li> </ul>	The What? <ul style="list-style-type: none"> <li>1) Greek and Roman Gods</li> <li>2) The leadership of Julius Caesar and the creation of the Roman Empire.</li> <li>3) The Roman invasion of Britain.</li> <li>4) Black History month</li> </ul>	Competition and conquest: 1066 the battle for the nation. <ul style="list-style-type: none"> <li>1) Anglo-Saxon society</li> <li>2) The contenders for the English throne - 1066.</li> <li>3) The battle of Stamford Bridge and Hastings</li> </ul>	Competition and conquest: 1066 the battle for the nation. <ul style="list-style-type: none"> <li>1) Anglo-Saxon society</li> <li>2) The contenders for the English throne - 1066.</li> <li>3) The battle of Stamford Bridge and Hastings</li> </ul>	Why did Henry VI win the throne of England in 1453? <ul style="list-style-type: none"> <li>1) The Tower and the bad and event of the Battle of Bosworth and the commencement of the Tudor dynasty</li> </ul>	Why did Henry VII win the throne of England in 1485? <ul style="list-style-type: none"> <li>1) The reign of Henry VII, the Mary Rose, his break away from the Roman Catholic Church</li> </ul>	How did Britain change under the Tudors? <ul style="list-style-type: none"> <li>1) The reign of Edward VI</li> <li>2) How bloody was 'bloody Mary'?</li> </ul>	Elizabeth I <ul style="list-style-type: none"> <li>1) Elizabethan England</li> <li>2) Black Tudors</li> </ul>	The Stuarts <ul style="list-style-type: none"> <li>1) James I and the Gunpowder plot</li> </ul>	How did the English Civil War turn England upside down? <ul style="list-style-type: none"> <li>1) Charles I and his fallout with parliament. Why did the English Civil War break out?</li> <li>2) Why was the world turned upside down during the English Civil War?</li> <li>3) Why was Charles I executed?</li> <li>4) Was Cromwell a hero or villain?</li> <li>5) Why was the monarchy restored?</li> </ul>	How did the English Civil War turn England upside down? <ul style="list-style-type: none"> <li>1) Charles I and his fallout with parliament. Why did the English Civil War break out?</li> <li>2) Why was the world turned upside down during the English Civil War?</li> <li>3) Why was Charles I executed?</li> <li>4) Was Cromwell a hero or villain?</li> <li>5) Why was the monarchy restored?</li> </ul>	Africa before Slavery <ul style="list-style-type: none"> <li>1) Why was the monarchy restored?</li> <li>2) Why was the world turned upside down during the English Civil War?</li> <li>3) Why was Charles I executed?</li> <li>4) Was Cromwell a hero or villain?</li> <li>5) Why was the monarchy restored?</li> </ul>
	Disciplinary Knowledge	The How? <ul style="list-style-type: none"> <li>1) Students will build on from KS2 and learn about Greek gods and myths and legends such as the minotaur. Subsequently year 7 will examine Caesar and the creation of the line of emperors under Augustus. This forms an initial opportunity to build an understanding of Africans in Britain - this will include an examination of David Douglas's research 'Black and British: A Forgotten History' as part of Black History month.</li> <li>2) Subsequently, students will explore how the Roman invasion impacted the British Isles. The role of Boudicca will be explored in her attempt to repel the Romans. Year 7 will also examine the significance of Africans in Britain - this will include an examination of David Douglas's research 'Black and British: A Forgotten History' as part of Black History month.</li> </ul>	The How? <ul style="list-style-type: none"> <li>1) Students will build on from KS2 and learn about Greek gods and myths and legends such as the minotaur. Subsequently, students will explore how the Roman invasion impacted the British Isles. The role of Boudicca will be explored in her attempt to repel the Romans. Year 7 will also examine the significance of Africans in Britain - this will include an examination of David Douglas's research 'Black and British: A Forgotten History' as part of Black History month.</li> <li>2) Subsequently, students will explore how the Roman invasion impacted the British Isles. The role of Boudicca will be explored in her attempt to repel the Romans. Year 7 will also examine the significance of Africans in Britain - this will include an examination of David Douglas's research 'Black and British: A Forgotten History' as part of Black History month.</li> </ul>	The How? <ul style="list-style-type: none"> <li>1) Students will examine Anglo-Saxon laws and culture pre-1066. This will include an exploration of the Domesday Book. Students will investigate life in towns and villages before heading into the contenders for the throne in 1066 and the battle of Hastings.</li> <li>2) Our students will explore what the Tudor system was and how it changed in England. Additionally, they will look at the role of the Domesday Book and how Hogonson Rags was documented. Students will reach a clear judgement about how William gained control. Sources will be used to explain how William achieved control and students will link this to their own knowledge.</li> <li>3) Year 7 will look at the transition into the Tudor period. Moving into a separate dynasty will help present opportunities to present comparison. For example, Year 7 will explain how 1485 transformed began following the battle of Bosworth.</li> </ul>	The How? <ul style="list-style-type: none"> <li>1) Students will examine Anglo-Saxon laws and culture pre-1066. This will include an exploration of the Domesday Book. Students will investigate life in towns and villages before heading into the contenders for the throne in 1066 and the battle of Hastings.</li> <li>2) Our students will explore what the Tudor system was and how it changed in England. Additionally, they will look at the role of the Domesday Book and how Hogonson Rags was documented. Students will reach a clear judgement about how William gained control. Sources will be used to explain how William achieved control and students will link this to their own knowledge.</li> <li>3) Year 7 will look at the transition into the Tudor period. Moving into a separate dynasty will help present opportunities to present comparison. For example, Year 7 will explain how 1485 transformed began following the battle of Bosworth.</li> </ul>	The How? <ul style="list-style-type: none"> <li>1) This represents an opportunity to explain how Mary I's reign differed from her predecessors</li> <li>2) We shall move towards the creation of Tudor dynasty. Students will look at continuities in particular in relation to the church and the break away from Rome</li> </ul>	The How? <ul style="list-style-type: none"> <li>1) How He changed again under her sister Elizabeth. Additionally, we examine the significance of exploring Black Tudors and their relevance to our national history in an opportunity to also build skills of historical interpretation as we look at the work of Miranda Kaufman's Black Tudors to help assess how life changed under the Tudors.</li> <li>2) This represents an opportunity to explain how Mary I's reign differed from her predecessors</li> <li>3) We shall move towards the creation of Tudor dynasty. Students will look at continuities in particular in relation to the church and the break away from Rome</li> </ul>	The How? <ul style="list-style-type: none"> <li>1) Students will explain who James VI was and why he replaced Elizabeth. We shall explain the significance of him uniting England and Scotland. Additionally, students will investigate his significance as a double religious figure, notable, his fascination with witchcraft and the publication of the King James Bible. Moreover, students will evaluate reasons why the Gunpowder plot occurred and the long term significance of this event in British cultural history.</li> <li>2) Year 7 will evaluate the main reasons why war broke out in 1642. This includes religious, social, economic and political reasons relating to the reign of Charles I. This includes a local study of Luton and how the civil war reached this city.</li> <li>3) Year 7 will evaluate the main reasons why war broke out in 1642. This includes religious, social, economic and political reasons relating to the reign of Charles I. This includes a local study of Luton and how the civil war reached this city.</li> </ul>	The How? <ul style="list-style-type: none"> <li>1) Students will explain who James VI was and why he replaced Elizabeth. We shall explain the significance of him uniting England and Scotland. 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	Sequencing (Flow)	Refined & Extension	Year 7 will broaden their understanding of how empire, culture and society formed. Introduction to sources.	Year 7 will broaden their understanding of how empire, culture and society formed. Introduction to sources.	In this unit, year 7 will need to further develop their understanding of continuity and change, having established a clear sense of chronology. They will develop their chronological understanding of the history of the British Isles by exploring the transition into the Tudor Dynasty in the 15th century.	In this unit, year 7 will need to further develop their understanding of continuity and change, having established a clear sense of chronology. They will develop their chronological understanding of the history of the British Isles by exploring the transition into the Tudor Dynasty in the 15th century.	needed to develop year 7 skills related to evaluative skills. How to reach sustained judgements about the past based on their capacity to make a clear and well explained judgement of which causes were most influential/significant. They will be able to ask their own questions to investigate causes of historical event	needed to develop year 7 skills related to evaluative skills. How to reach sustained judgements about the past based on their capacity to make a clear and well explained judgement of which causes were most influential/significant. They will be able to ask their own questions to investigate causes of historical event	Interpretations – how to explain differences in historical interpretations. Year 7, will be able to analyse the merits and weaknesses of different viewpoints of yours or other people's interpretations	Interpretations – how to explain differences in historical interpretations. Year 7, will be able to analyse the merits and weaknesses of different viewpoints of yours or other people's interpretations	Students will need to enhance this skill by linking sources to nature, origin and purpose analysis. Assessing the reliability based upon the provenance of the sources.	Students will need to enhance this skill by linking sources to nature, origin and purpose analysis. Assessing the reliability based upon the provenance of the sources.	Students will need to enhance this skill by linking sources to nature, origin and purpose analysis. Assessing the reliability based upon the provenance of the sources.
Summative Assessment		Introduction to Interpretations – what does a historian do? Anachronism task Identifying differences in types of sources Creating and designing their own Roman God	Postcard from an Anglo-Saxon town Narrate the battle of Hastings Source question from Domesday book Consequences of the church Similarities and differences in Norman and Anglo-Saxon villages Speech about Roman inventions	Account of the Battle of Hastings AP1 - multiple choice questions, creating a timeline of events	Source practice – Black Death Prisons in the Tower murder mystery task Card sort: murder mystery Wanted poster Account of the battle of Bosworth Letter from Henry Tudor – why is he so powerful!	AP1 Multiple choice and timeline activity of knowledge covered so far in Y7. Introduction of communicating as historians when Kauffman's Black Tudors. Newspaper report of the Mary Rose Historical interpretations of Black Tudors Problem and solution game for Mary Queen of Scots lesson Source based questions for failure of the Spanish Armada task	Creating a Facilitator of Black Tudors Interpretations of reasons why Henry broke away from the Roman Catholic Church Interpretations and reactions to Henry's breakaway from Rome Interpretations of Edward's legacy	Source based questions Interpretation practice Extended writing responses integrating evidence and explanation	Source based questions Interpretation practice Extended writing responses integrating evidence and explanation	Source based questions Interpretation practice Extended writing responses integrating evidence and explanation	Source based questions Interpretation practice Extended writing responses integrating evidence and explanation		
Personal Empowerment	Link to Virtues	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Temper & Humour	Self-Mastery	Self-Mastery	Compassion	Good Sense	
	Link to Virtues	Friendliness and civility in Roman religious practices.	Bringing Caesar's murderers to justice.	How did Anglo-Saxons and Normans demonstrate courage?	How was William generous to the Anglo-Saxons after his conquest?	This month, our students consider how it is important to show gratitude towards living in a democratically free and egalitarian society.	The good speech used in establishing the Tudor dynasty.	Good temper in dealing with issues under Mary and Elizabeth. How did people in the Elizabethan era showcase humour to cope with their daily lives.	The self-mastery of Cromwell's political leadership.	The self-mastery of Cromwell's political leadership.	Demonstrating compassion during the protectorate and Restoration.	The good sense to study civilisations before the impact of colonisation.	
Preparation for Work	Link to Skills	Listening	Leadership	Problem Solving	Creativity	Staying Positive	Speaking	Speaking	Aiming High	Aiming High	Speaking	Teamwork	
	Link to Skills	Students will listen to one another during questioning	Students will examine the leadership skills of Caesar and Augustus.	How did William solve the problem of gaining control of England?	How did William solve the problem of gaining control of England?	We shall stay positive, as we seek to master new skills related to source evaluation as we move into a new unit of study that students have not studied before either in Y7 or in primary	Speaking out for others and sharing ideas.	Speaking out for others and sharing ideas.	Aiming high to become a platinum student.	Aiming high to become a platinum student.	Speaking out for others and establishing clear arguments.	How did teamwork help construct a powerful empire in Africa?	
Preparation for Citizenship	Link to Values	Democracy and the rule of law	Democracy and the rule of law	Encouraging respect for all	Encouraging respect for all	Rule of law	Rule of law	An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and	An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and	An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and	An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and	Democracy and the rule of law	
	Link to Values	Rule of law	Mutual respect	Tolerance	Liberty	Democracy	Democracy	An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and	An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and	An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and	An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and		