

Curriculum Content Map		Subject: History											
		Term 1				Term 2				Term 3			
		September	October	November	December	January	February half term 1	February half term 2	March	April	May	June	
		Introduction to history at KS2	Introduction to history at KS2	Competition and conquest: 1066 the battle for the nation	Competition and conquest: 1066 the battle for the nation	Why did Henry VII win the throne of England in 1485?	Why did Henry VIII win the throne of England in 1485?	How did Britain change under the Tudors?	What problems did Elizabeth I face?	What was England like during the reign of the Stuarts?	How did the English Civil War turn England upside down?	How did the English Civil War turn England upside down?	
Cultural Transmission	Historical skills from area of study	In order for pupils to develop their 'chronologically secure knowledge and understanding of British, local and world history', they need to have a grounding in the key concepts of chronology. We also introduce key concepts such as empire, culture and society to year 7 in this unit. The development of Church, state and society in	In order for pupils to develop their 'chronologically secure knowledge and understanding of British, local and world history', they need to have a grounding in the key concepts of chronology. We also introduce key concepts such as empire, culture and society to year 7 in this unit. The development of Church, state and society in	The development of Church, state and society in Medieval Britain 1066-1509. A local history study	The development of Church, state and society in Medieval Britain 1066-1509. A local history study	The development of Church, state and society in Britain 1509-1745	The development of Church, state and society in Britain 1509-1745	The development of Church, state and society in Britain 1509-1745	The development of Church, state and society in Britain 1509-1745	The development of Church, state and society in Britain 1509-1745	The development of Church, state and society in Britain 1509-1745	The development of Church, state and society in Britain 1509-1745	
	Substantive knowledge	<b>The What</b> What is history and the skills of historians, introduction to the Romans - KS2 catch up	<b>The What</b> 1) Greek and Roman Gods 2) The leadership of Julius Caesar and the creation of the Roman Empire 3) The Roman invasion of Britain. (Mary Beard's Pompeii) A Black History month	Competition and conquest: 1066 the battle for the nation. 1) Anglo-Saxon society 2) The coronation of the English throne - 1066 3) The Battle of Stamford Bridge and Hastings	William's coronation and the importance of the church in Norman England. The feudal system. A local study of Houghton Regis documented in the Domesday Book. The Harrying of the North	Year 7 will explain the significance of the Prince in the Tower and the role of the Archbishop of Canterbury at the Battle of Bosworth and the coronation of the Tudor dynasty	The reign of Henry VIII, the Mary Rose, his break away from the Roman Catholic Church	1) The reign of Edward VI 2) How bloody was 'Bloody Mary'?	1) Elizabethan England 2) Black Tudors	1) James I and the Gunpowder plot	2) Charles I and his fall from parliament. Why did the English Civil War break out? 3) Why was the world turned upside down during the English Civil War? 4) Why was Charles I executed? 5) Was Cromwell a hero or villain? 6) Why was the monarchy restored?	5) Was Cromwell a hero or villain? 6) Why was the monarchy restored? 7) Maria Theresa becomes empress 8) Maria Theresa travels to Mexico. Maria Theresa travels back from Mexico. 9) Maria Theresa travels back from Mexico. The significance of Maria Theresa	At least one study of a significant society or issue in world history and its interconnections with other world developments (for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c. 1800-1980); USA in the 20th century
	Disciplinary knowledge	<b>The How</b> Students will build on from KS2 and learn about Greek gods and myths and legends such as the titanic. Subsequently, year 7 will examine Caesar and the creation of the Roman Empire under Augustus. This forms an ideal opportunity to begin an understanding of causes and consequences related to Caesar's death.	Subsequently, students will explore how the Roman invasion impacted the British Isles. The role of Augustus will be explored in an attempt to repeat the Romans. Year 7 will also examine the significance of African in Britain - this will involve an examination of David Ouseley's research 'Black and British: A Forgotten History' as part of Black History month.	Students will examine Anglo-Saxon laws and culture pre-1066. This will include an exploration of Roman society. Students will investigate life in towns and villages before heading into the coronation of the throne in 1066 and the Battle of Hastings.	Students will explain why William won the battle and reach a clear and justified conclusion based on their research. Our students will explain what the feudal system was and how it changed life in England. Additionally, they will look at the role of the Domesday Book and how Houghton Regis 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.	Year 7 will look at the transition into the Tudor period. Moving into a separate dynasty will help present opportunities to present comparisons. For example, Year 7 will explain how 1485 transformed Britain following the battle of Bosworth	We shall move towards the creation of Tudor Britain. Students will look at continuities in particular in relation to the church and the break away from Rome	This represents an opportunity to explain how Mary's reign differed from her predecessors	How life changed again under her sister Elizabeth. Additionally, we examine the significance of exploring Black Tudors and their relevance to our national history. 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.	Students will explain who James VI was and why he replaced Elizabeth I. We shall explain the significance of how unifying England and Scotland. Additionally, students will be significant as a divine religious figure notably, his association 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.	Year 7 will evaluate reasons why Charles I was executed and how his reign transformed England during the 'Protestant' era. In particular, our students will propose continuities and changes during this era. Moreover, students will evaluate the extent to which Cromwell can be viewed as either a hero or villain as a result of his policies both on the British mainland, but also as a result of his actions overseas. This unit, students will explain and evaluate why Britain returned to having a monarchy during the 'Restoration'	In this topic students, will explain the significance of the year Maria Theresa in the 18th century and the empire he ruled from Mali. This is a valuable opportunity to explore what life was like in regions of Africa before colonial intervention. It also provided an opportunity to present to the new learning that will take place in year 8, as students embark on the study of the influence and significance of the British Empire	
	Reasoning (How)	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 source 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 source 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 events 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 events 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.	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.
Assessment	Introduction to interpretations - what does a historian do? Identifying differences in types of sources Creating and engaging their own Roman God Speech about Roman inventions	Similarity and differences in Roman society and our own Caesar murder report Creating a Roman plough for a statue Speech about Roman inventions	Historical event 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 Source practice - medieval laws	Account of the Battle of Hastings AP1 - multiple choice questions, creating a timeline of events Caesar murder report Wanted poster Account of the Battle of Bosworth Letter from Henry Tudor - why is he so powerful?	Source practice - Black Death Prince in the Tower murder mystery task Card-sort murder mystery Wanted poster Account of the Battle of Bosworth Historical interpretations of Black Tudors	Diary entry aboard Mary Rose Newspaper report of the Mary Rose Historical interpretations of Black Tudors	Diary entry aboard Mary Rose Newspaper report of the Mary Rose Historical interpretations of Black Tudors Problem and solution game for Mary Queen of Scots lesson Factor score responsible for Palmyra the Spanish Armada task	Creating a Battle 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 What?	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Generosity	Good Speech	Good Speech	Good Temper & Honour	Self-Mastery	Compassion	Good Study	
	Link to Why?	Hardiness and ability 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.	The good speech used in establishing the Tudor dynasty.	Good temper in dealing with issues under Mary and Elizabeth.	The self-mastery of Cromwell's political leadership.	The self-mastery of Cromwell's political leadership.	Democratizing compassion during the protestants and Restoration.	
Preparation for on for Work	Link to How?	Listening	Leadership	Problem Solving	Creativity	Staying Positive	Speaking	Speaking	Staying positive	Aiming High	Aiming High	Teamwork	
	Link to What?	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 7 or in primary	Speaking out for others and sharing ideas.	Speaking out for others and sharing ideas.	Staying positive during the persecution of Protestants.	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 What?	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 Why?	Rule of law	Mutual respect	Tolerance	Liberty	Democracy	Democracy						