

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 and knowledge	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 context for 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 travels to Mexico. 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 countryside to 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 will also provide 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	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 provides 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.	
	Understanding (How)	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 towns	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 100 murder mystery Wanted poster Account of the Battle of Bosworth Letter from Henry Tudor - why is he so powerful?	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	Good speech in Good speech in	Good Temper & Honour Good Temper & Honour	Self-Mastery Self-Mastery	Compassion Compassion	Good Justice Good Justice	
Personal Empowerment	Link to What? The opportunity to reflect on the agency we have and what we can do about it.	Friendliness & Civility Friendliness and civility in Roman religious practices.	Justice & Truthfulness Bringing Caesar's murderers to justice	Courage How was William generous to the Anglo-Saxons after his conquest?	Generosity This month, our students consider how it is important to show gratitude towards living in a democratically free and egalitarian society.	Gratitude The good speech used in establishing the Tudor dynasty.	Good Speech in The good speech used in establishing the Tudor dynasty.	Good Temper & Honour Good temper in dealing with issues under Mary and Elizabeth. How did people in the Elizabethan era choose to cope with their daily lives.	Self-Mastery The self-mastery of Cromwell's political leadership.	Compassion Democratizing compassion during the protestants and Restoration.	Good Justice The good sense to study civilisations before the impact of colonisation.		
Preparation for on for Work	Link to What? The opportunity to reflect on the agency we have and what we can do about it.	Listening Students will listen to one another during questioning	Leadership Students will examine the leadership skills of Caesar and Augustus.	Problem Solving How did William solve the problem of gaining control of England?	Creativity How did William solve the problem of gaining control of England?	Speaking Positive 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 Speaking out for others and sharing ideas.	Speaking Speaking out for others and sharing ideas.	Speaking positive Speaking positive during the persecution of Protestants. Staying positive in Elizabethan England and the troubles facing England during the threat of Spanish invasion.	Aiming High Aiming high to become a platinum student.	Aiming High Aiming high to become a platinum student.		
Preparation for Citizenship	Link to What? The opportunity to reflect on the agency we have and what we can do about it.	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		