

Curriculum Content Map		Subject												
		Term 1				Term 2				Term 3				
Month	Year 7	September	October	November	December	January	February half term 1	February half term 2	March	April	May	June	July	
Cultural Transmission	Humanistic knowledge	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 VI win the throne of England in 1453?	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?	Who was Maria Musa?	
	Substantive knowledge	The Whans	What is history and the skills of historians. Introduction to the Romans - KS2 catch up 1) The leadership of Julius Caesar and the creation of the Roman Empire. 2) The Roman invasion of Britain. Alamy Beard's Pompeii 3) Black history month	1) Greek and Roman Gods. 2) The leadership of Julius Caesar and the creation of the Roman Empire. 3) The Roman invasion of Britain. Alamy Beard's Pompeii 4) Black history month	Competition and conquest: 1066 the battle for the nation. 1) Anglo-Saxon society. 2) The conversion to 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 Gap filling of religion and chro noblogy covered in the Autumn term.	Year 7 will explain the significance of the Prince in the Tower and the lead up and event of the Battle of Bosworth and the commencement of the Tudor dynasty.	The reign of Henry VIII, the Mary Boas, 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 fallow with 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?	3) Was Cromwell a hero or villain? 4) Why was the monarchy restored? 5) Maria Musa travel from Mecca. Maria Musa travel back from Mecca. The significance of Maria Musa	At least one study of a significant society or issue in world history and its interconnections with other world developments. (for example, Maghreb 1200-1800, China's Qing dynasty 1644-1911, Changing Russian empires c.1800-1880, USA in the 20th century)
	Disciplinary knowledge	The Hows	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 Roman Empire under Augustus. This forms an vital opportunity to build 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 her attempt to reject the Romans. Year 7 will also examine the significance of African in Britain - this will involve an examination of David Chigozie's research 'Black and British' together 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 condeses to the throne in 1066 and the battle of Hastings.	Students will explore why William won the battle and reach a clear and justified conclusion based on the evidence. They will explore 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 look 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 SAs transformed Britain following the battle of Bosworth	We shall move towards the creation of Tudor dynasty. Students will look at contribute in particular in relation to the church and the break away from Rome	This represents an opportunity to explain how Mary I'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 I was and why he replaced Elizabeth I. We shall explain the significance of him coming to England and Scotland. Additionally, students will his significance as a divine religious figure notably, 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.	Year 7 will evaluate reasons why Charles I was executed and how his reign impacted England during the 'Protestant' era. In particular, students will evaluate the extent to which Cromwell can be seen as either a hero or villain as a result of his actions in Ireland. Thereafter, 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 case Maria Musa in the 14th century and the empire he ruled from Mali. This is a valuable opportunity to explain how 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	
	Sequencing (How)	Historical Context	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.	
	Source-based Assessment	Historical Context	Introduction to Interpretations - what does a historian do? Evaluation task Identifying differences in types of sources Creating and designing their own Roman God	Similarity and differences in Roman society and our own Caesar murder report Creating a Roman plaque for a statue Speech about Roman inventions	Resistant from an Anglo-Saxon town Herrick the battle of Hastings Source questions 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 Source practice - Black Death Prison in the Tower murder mystery task Cart post murder mystery Wanted poster Account of the Battle of Bosworth Letter from Henry Tudor - why be he powerful?	Diary entry about Mary Rose Newspaper report of the Mary Rose Historical interpretation of Black Tudors	AP2 multiple choice and timeline activity of knowledge covered so far in Y7. Introduction of summarising an historian, now Kaufman's Black Tudors Comparing Bosworth and the battle of Hastings. Source investigation into how 'Bloody' was Mary? Significance investigation into Elizabethan portraits. Problem and solution game for Mary Queen of Scots lesson Factors most responsible for failure of 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		
Personal Empowerment	Skills to thrive in the 21st century	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Speech	Good Temper & Humour	Self-Mastery	Self-Mastery	Compassion	Good Sense	
	Skills to thrive in the 21st century	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.	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 motivations before the impact of colonisation.	
Preparation for Citizenship	Skills to thrive in the 21st century	Listening	Leadership	Problem-solving	Creativity	Staying Positive	Speaking	Speaking	Staying positive	Aiming High	Aiming High	Speaking	Teamwork	
	Skills to thrive in the 21st century	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.	Staying positive in Elizabethan England and the troubles facing England during the threat of Spanish invasion.	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	Skills to thrive in the 21st century	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	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	
	Skills to thrive in the 21st century	Rule of law	Mutual respect	Tolerance	Liberty	Democracy	Democracy							