

## SCHEME OF LEARNING – HISTORY – YEAR 7

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content</b>	<p><b><u>How can we find out about Yorkshire in prehistoric times?</u></b></p> <p>10 lessons introducing the study of history through a focus on prehistoric Yorkshire. Each lesson will focus on the evidence available for a specific time period, giving students the opportunity to learn some basic historical skills relating to sources, as well as gain an understanding of the history of the local area.</p> <ol style="list-style-type: none"> <li>1. What is History?</li> <li>2. What is History about?</li> <li>3. Why is Star Carr significant?</li> <li>4. How did Yorkshire experience the Neolithic Revolution? <b>(RO)</b></li> <li>5. What questions do we need to ask about the finds at Ferriby? <b>(RO)</b></li> <li>6. How can we interpret the Iron Age evidence from Wetwang?</li> <li>7. What was Yorkshire's place in the Roman Empire? <b>(RO)</b></li> <li>8. What can we learn from Bede about Whitby? (optional)</li> <li>9. Raiders or traders? What can York tell us about the Vikings?</li> <li>10. How do we explain causation in History?</li> <li>11. Assessment</li> </ol>	<p><b><u>Why did William win the Battle of Hastings?</u></b></p> <p>5 lessons focused on causation. This covers the situation in 1066, Stamford Bridge (for the higher sets), the events of the battle and the assessment.</p> <ol style="list-style-type: none"> <li>1. Why did Edward the Confessor face a difficult decision in 1066?</li> <li>2. What happened at Stamford Bridge? (optional – more suited to higher ability) <b>(RO)</b></li> <li>3. Who was best prepared for the Battle of Hastings (Battlefield Britain)</li> <li>4. Why did William win the Battle of Hastings?</li> <li>5. Assessment</li> </ol> <p><b><u>How far did England change under William the Conqueror?</u></b></p> <p>5-6 lessons covering the key problems faced by William and the changes he made. Topics could include castles, Domesday Book, Feudal system etc.</p> <ol style="list-style-type: none"> <li>1. Why did William face a challenge after 1066?</li> <li>2. How did William rule England?</li> <li>3. What does the revolt of Hereward the Wake reveal about William's rule? (optional – if time)</li> <li>4. How did castles help William to rule England? (optional – if time)</li> <li>5. Why did William need the Domesday book?</li> <li>6. How did Kings rule Medieval England? (Feudal system)</li> </ol> <p><b>Homework:</b> Castles project to be set over Christmas.</p>	<p><b><u>How powerful were Medieval Monarchs?</u></b></p> <p>9 lessons looking at the 4 main problems faced by Medieval monarchs – the Church, the nobility, Parliament and foreign threats. Each threat is studied thematically with a focus on source evaluation.</p> <ol style="list-style-type: none"> <li>1. Why was the Catholic Church so important?</li> <li>2. How the hell did the Church keep people under control?</li> <li>3. One Sword too Many: Who had the most power in the Middle Ages, the King or the Pope? (optional)</li> <li>4. Why would a king agree to be whipped? (Thomas Becket)</li> <li>5. Why did Medieval people consider John to be such a 'bad king'?</li> <li>6. Did Magna Carta benefit everyone?</li> <li>7. How did Parliament begin to challenge the king's power?</li> <li>8. How were wars fought in the Medieval period? (optional)</li> <li>9. Why has William Wallace's rebellion been important to the Scots?</li> <li>10. What hope did Owain Glyndwr offer to the people of Wales?</li> <li>11. Assessment <b>(RO)</b></li> </ol>	<p><b><u>Why did the Peasants Revolt?</u></b></p> <p>This is a short scheme of 5-6 lessons looking at the Black Death and the Peasant's Revolt. This will allow students to study 2 specific events in more depth, with a clear focus on causation.</p> <ol style="list-style-type: none"> <li>1. Why were people so afraid of the Black Death?</li> <li>2. Did anyone benefit from the Black Death?</li> <li>3. What happened during the Peasants Revolt?</li> <li>4. Why did the peasants revolt?</li> <li>5. Was the Black Death the main cause of the Peasants revolt?</li> <li>6. Assessment <b>(RO)</b></li> </ol> <p><b><u>How did the Medieval Period end?</u></b></p> <p>The final 3-4 lessons of this half term will be spent briefly considering the Wars of the Roses and how the Medieval period was brought to an end. This will then set up the Richard III project for next half term.</p> <ol style="list-style-type: none"> <li>1. Who was fighting for Richard's crown?</li> <li>2. Was Richard III a bad king?/Did Richard kill the Princes in the Tower?</li> <li>3. What happened at the Battle of Bosworth? <b>(RO)</b></li> <li>4. How did a rose heal a kingdom?</li> </ol>	<p><b><u>Why was the Silk Road important?</u></b></p> <p>9-10 lessons consider the significance of the Silk Road.</p> <ol style="list-style-type: none"> <li>1. What was the Silk Road?</li> <li>2. How did trade work on the Silk Road?</li> <li>3. What did traders experience on the Silk Road? <b>(RO)</b></li> <li>4. What else travelled along the Silk Road? <b>(RO)</b></li> <li>5. How did the Mongols conquer the Silk Road?</li> <li>6. What was life like in the Mongol empire?</li> <li>7. Why did Mansa Musa travel along the Silk Road?</li> <li>8. What was important in Medieval Mali? <b>(RO)</b></li> </ol> <p>HWK – set Richard III project</p>	<p><b><u>How should we remember the Crusades?</u></b></p> <p>8 lessons considering the importance of Jerusalem to different religions, why people chose to go on Crusade and their experiences whilst away.</p> <ol style="list-style-type: none"> <li>1. Why was Jerusalem important to Christians in the Middle Ages?</li> <li>2. What sparked the Crusades?</li> <li>3. Why did people join the Crusades? <b>(RO)</b></li> <li>4. What experiences did women have during the Crusades?</li> <li>5. What makes a successful Crusade?</li> <li>6. Saladin and Richard I – Who was really a lionheart?</li> <li>7. Why were Jewish people persecuted during the Crusades?</li> <li>8. What did Crusaders get from the Crusades?</li> <li>9. How should we remember the Crusades?</li> <li>10. Overview of Year 7</li> <li>Optional 11. How are the Crusades viewed in fiction?</li> </ol>
<b>Why?</b>	<p>To introduce pupils to the key skills required for the study of History (required before other units).</p> <p>To set the context for their study of Britain post-1066.</p>	<p>To introduce pupils to the language of change and causation.</p> <p>To consider the development of Church, state and society in Medieval Britain.</p>	<p>To consider the development of Church, state and society in Medieval Britain.</p> <p>To understand how to use and evaluate primary sources (revisit skills from first unit).</p>	<p>To consider the development of Church, state and society in Medieval Britain.</p> <p>To further develop the language of causation, in particular long term causes and their impact on</p>	<p>To study an issue in world history and how this connects with events in Medieval England at the time.</p> <p>To consider diversity in history.</p> <p>To understand the importance of trade.</p>	<p>To study an issue in world history and how this connects with events in Medieval England at the time.</p> <p>To consider diversity in history.</p>

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	To consolidate and extend knowledge from before 1066. To build a local history study to introduce pupils to archaeology			To learn how to study history thematically rather than chronologically.	an event (revisit skills from Autumn 2).  Chronologically, this covers the same period as the previous unit, but to aid clarity and understanding the monarchs will be covered first.		Requires some prior knowledge of the medieval period, so comes after the previous 2 topics.		Cross-curricular links with RE about the importance of Jerusalem in different religions. Requires some prior knowledge of the medieval period, so comes after the previous 2 topics.			
<b>Matrix reference / National Curriculum reference</b>	AO1 AO3 AO6	NC5 NC6	AO1 AO2 AO5 AO6	NC1	AO3 AO5 AO6	NC1	AO1 AO5 AO6	NC1	AO1 AO2	NC7	AO4 AO5 AO6	NC7
<b>Literacy opportunities</b>	Pupils will be introduced to the work of historians, reading some short summaries and pulling out arguments. L3 (Neolithic) includes a piece of extended reading											
<b>Assessments</b>	<b>Baseline</b> assessment at the end of first unit.		Assessment – <b>Battle of Hastings</b> HWK Project (to be set over Xmas) – <b>Why did Castles change over time?</b>		Assessment – <b>Source based assessment on Medieval Monarchs.</b>		Assessment – <b>Medieval Life and the Peasants’ Revolt.</b>		HWK Project – <b>Why do we have different interpretations of Richard III?</b>		No assessment this half term	

### **National Curriculum References KS3 (Pupils should be taught:)**

- NC 1. The development of Church, state and society in Medieval Britain, 1066-1509.
- NC 2. The development of Church, state and society in Britain, 1509-1745.
- NC 3. Ideas, political power, industry and empire: Britain 1745-1901.
- NC 4. Challenges for Britain, Europe and the wider world, 1901 to the present day (must include the Holocaust)
- NC 5. A local history study.
- NC 6. The study of an aspect or theme in British History that consolidates and extends pupils’ chronological knowledge from before 1066.
- NC 7. At least one study of a significant society or issue in world history and its interconnections with other world developments.