

# Curriculum Map: Year 7 History

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Topic</b>	Who was the most powerful woman of the ancient world?	What steps led to the Norman Conquest of England?	What was life like in the Middle Ages?	What sort of king was Henry VIII?	How can we use sources to find out about life during the Civil War?	How much change took place in African kingdoms c.1100-1650?
<b>Intent</b>	To find out how some women in the ancient world could be very powerful and how these women were important to their countries.	To find out how the Normans were able to take control of England and to study how their leader was able to build up his power over the country.	To find out what life was like in the Middle Ages and to find out how the Black Death and Peasants' Revolt had an impact on people's lives.	To find out what sort of king Henry VIII was and to understand how important religion was at the time. To study different views of Henry VIII.	To find out how we can use sources to find out about the Civil War and to think about why we need to be careful with sources.	To find out about Africa and its culture before the European empires and to find out how much the African kingdoms changed.
<b>Key Knowledge</b>	Key characteristics of the following ancient women: Cleopatra, Helen of Troy (myth or fact?), Boudicca Zenobia	Claims to the throne, the Battle of Stamford Bridge, the Battle of Hastings 1066 feudal System, motte and bailey castles	The Black Death, the Peasants' Revolt, the role of the Church in the Middle Ages	Henry VIII's personality, Henry VIII's problems including marriage, Catholic and Protestant, Dissolution of the Monasteries	Background to the Civil War and causes, women in the Civil War, propaganda, execution of Charles I	Change and continuity in West African kingdoms, what life was like in the kingdom of Benin
<b>Key Skills</b>	Making and supporting inferences, describing key features, reaching a judgement, introduction to interpretations	Describing key features, writing a narrative account	Explanation and analysis, causation, reaching a judgement	Making and supporting inferences, identifying differences between interpretations, reaching a judgement	Making inferences, using sources to find out about the Civil War, usefulness of sources including accuracy and propaganda.	Change and continuity, making inferences
<b>Key Vocabulary</b>	Chronology, century, decade, empire, Egyptian, Roman, Greek, Palmyran, fact, myth, revolt, tribe	Anglo-Saxons, Normans, Vikings, invasion, conquest monarch, claim, heir, castle, feudal system	Plague, buboes, peasant poll tax, Statute of Labourers, revolt, Christian church, priest	Monarch, Tudors, divorce, Pope, Catholic, Protestant Dissolution, monastery, monk	Parliament, king, Parliamentarian, Royalist Civil War, execution, propaganda	Empire, kingdom, trade, goods, exchange, taxes, slave, merchants, sculpture
<b>Key Reading</b>	Fantastically Great Women who changed the world – Kate Pankhurst	Knight's Fee – Rosemary Sutcliff (Fiction)		Ladybird Histories: Kings and Queens		The Silk Roads – Peter Frankopan (Illustrated edition)
<b>End Point</b>	Students decide who they think was the most powerful woman of the ancient world.	Students describe the events of 1066 in a chronological account.	Students reach a judgement on how difficult and dangerous.	Students reach a judgement on what sort of king Henry VIII was.	Students use the 'World Turned Upside Down' to make inferences about changes during the war.	Students use sources to make inferences and review their key learning over the year
<b>Form of Assessment</b>	Progress check – knowledge & understanding, inference	Progress check – knowledge & understanding, inference, narrative account	Progress check - knowledge questions, causation ('explain why')	Progress check - knowledge & understanding, inference, interpretations	Progress check – knowledge & understanding, source analysis	Review of key learning developed throughout Year 7
<b>Enrichment Opportunities</b>	<b>Possible trip to Royal Armouries in Leeds – Half Term 5</b> <b>The Royal Armouries has the largest collection from the English Civil Wars in the world. An opportunity to bring History to life by looking at weapons and armour that featured in the English Civil War.</b>					

<b>Leadership Opportunities</b>	<p>Leadership development throughout the year includes refining debating skills through topics such as 'Who was the most powerful woman of the Ancient World' where students discuss and debate using evidence to come to a judgement.</p> <p>Presentation skills are also linked as students will present their argument to the class at the end of the topic of work.</p> <p>Teamwork skills are developed through the year through starters in lessons and end points of lessons where students will work together to reach judgements, find suitable evidence and work together to answer enquiry questions about the topics being studied.</p>
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