

YEAR 7 History Curriculum Overview

	AUTUMN		SPRING		SUMMER	
	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3	Learning Cycle 4	Learning Cycle 5	Learning Cycle 6
Topic	What were the consequences of the Norman invasion?	Why was Religion so important in Medieval England?	Did Magna Carta change anything?	What Were the consequences of the Black Death?	What does the Kingdom of Medieval Mali reveal about Medieval Africa?	Why have people migrated to Britain?
Critical Prior Knowledge	<ul style="list-style-type: none"> • Knowledge of general chronology. • Knowledge of sources. • KS2 Romans, Vikings Anglo-Saxon 	<ul style="list-style-type: none"> • Sense of period for medieval times. • Knowledge of Feudal System • Anglo-Saxon Church 	<ul style="list-style-type: none"> • Knowledge of power of church • Understanding of feudal system. • Concept of monarch 	<ul style="list-style-type: none"> • Knowledge of feudal system. • Power of Medieval Church 	<ul style="list-style-type: none"> • Medieval Monarchs • Power of the Medieval Church • Looked at the concept of trade. 	<ul style="list-style-type: none"> • KS2 Romans, Anglo-Saxons, Vikings • Knowledge of Norman invasion
Overall Intent (Big ideas and key concepts)	<p>The Norman invasion of 1066 resulted in significant changes in Medieval England.</p> <p><u>Concepts</u></p> <ul style="list-style-type: none"> • Cause/ Consequence • Monarch • Heir 	<p>The Medieval Catholic Church played a significant role in many aspects of Medieval peoples' lives</p> <p><u>Concepts</u></p> <ul style="list-style-type: none"> • Continuity • Church • Catholic • Monarchy 	<p>John faced significant challenges as King. The Magna Carta had a limited impact at the time.</p> <p><u>Concepts</u></p> <ul style="list-style-type: none"> • Change and Continuity • Religion • Monarchs • Tax 	<p>The Black Death was a disaster for Medieval England. However for those that survived, it led to improvements in their lives.</p> <p><u>Concepts</u></p> <ul style="list-style-type: none"> • Consequence • Monarch • Tax • Rebellion • Trade 	<p>The Mali Empire was very wealthy. Mansa Musa was the richest man who ever lived. Timbuktu was also a city of learning and culture.</p> <p><u>Concepts</u></p> <ul style="list-style-type: none"> • Empire • Trade • Tax • Monarch 	<p>People migrate for a variety of reasons. They often face hostility. Migration has had many positive benefits for Britain.</p> <p><u>Concepts</u></p> <ul style="list-style-type: none"> • Migration • Causation • Racism • Trade
Essential Knowledge milestones (What students must master)	<ul style="list-style-type: none"> • Chronological understanding of when the Middle Ages were • William the Conqueror won the Battle of Hastings- he was a Norman from France • The Normans controlled the country by building castles • The Normans set up the Feudal System which was a way of structuring society • The Normans used the Domesday book to find out how much they could tax people 	<ul style="list-style-type: none"> • England was Roman Catholic • The church taught people about heaven, hell and purgatory through Doom Paintings • The church was very powerful and had a lot of control • Henry II argued with the church • The church controlled fun through holy days 	<ul style="list-style-type: none"> • John fell out with the pope and raised taxes. • John was forced to sign the Magna Carta • The Magna Carta is important because it limited the king's power • The Magna Carta is the basis of our democracy today 	<ul style="list-style-type: none"> • The Black Death was a pandemic • People did not know what caused it so could not treat or prevent it • Trade and Wars stopped during the pandemic • Peasants who didn't die were more valuable and workers were in demand • The Peasants revolted to try to gain more freedom 	<ul style="list-style-type: none"> • Concept of an Empire • Methods that Historians use to learn about countries with limited written records. • The Mali Empire rose and fell due to several different factors • Mansa Musa was the richest man who ever lived and went on Hajj • Timbuktu contained Sankore University and Djinguereber Mosque 	<ul style="list-style-type: none"> • People have had different reasons for migrating to Britain • British culture has been created from lots of different ideas and developed over time

Cultural Capital	Use of scholarship In depth knowledge of key events in British history	Strong sense of periodisation	Knowledge of basis for modern UK power structures	Knowledge of previous pandemic	Inclusion of diverse voices Challenging Eurocentric narratives	Foundational understanding of multicultural Britain Opportunity to challenge stereotypes
Mode of Retrieval	Extended writing	Source and knowledge	Source and knowledge	Extended writing	Source and knowledge	Extended writing
ECC Student Characteristics	<ol style="list-style-type: none"> Being healthy and staying safe- By covering topics such as public health and trench conditions students are reminded of the importance of basic hygiene and the impact of poor public health. Developing resilient learners- Activities are challenging and the use of interleaving and retrieval activities encourages students to keep trying. Students are also given opportunities to develop their extended writing and the “no hands up” activities encourages all students to participate. Developing aspiration and encouraging students to consider careers in History- The History Department has high expectations of all students and sets tasks to stretch and challenge all students. The department use the Careers resources provided to promote the study of History at P16 and FE, as well as providing information on how History can be used in future careers. The inclusion of extension links on the knowledge organisers encourages students to explore the topics beyond the taught curriculum. Showing respect and developing good behaviours- The department has high expectations of behaviour and participation in lessons and staff follow the ECC behaviour policy in lessons with a reward focused approach. We have increased the diversity of our curriculum to allow students the opportunities to develop empathy, understanding and respect of different groups within our community. Developing student confidence and communication skills- The department use mini whiteboards to encourage all students to participate in lessons and develop their confidence. The use of key words on the Knowledge Organisers provides students with the vocabulary necessary to communicate their ideas about History with confidence. Developing mutual respect and tolerance of different cultures- The rewriting of the curriculum to include more diverse topics and to celebrate the positive contributions of women, LGBTQ+, and people of differing heritages, enables students to develop their respect and tolerance of differing cultures. Students are also encouraged to cultivate their own opinions and listen to the opinions of others with respect. 					
Connection to future learning (When is this developed / revisited)?	Link to Y7 - Medieval Religion and the Magna Carta Link to Year 8 and Y11 - Henry VIII	Link to Y8- Reformation/ Renaissance Link to GCSE- Medicine (monasteries) Henry (Church) Link to P16- Church	Link to Y8- Civil War	Link to Y8- Rebellion Link to GCSE- Black Death	Link to Y8- Africa Link to Y8 - Protest	Link to Y8- Civil Rights, empire Link to GCSE- Nazi Germany