

## **Year 7 Curriculum Overview Plan: History**

| Autumn 1             | Autumn 2              | Spring 1               | Spring 2               | Summer 1              | Summer 2               |
|----------------------|-----------------------|------------------------|------------------------|-----------------------|------------------------|
| Vov. Thomas          | Thomas                | Thomas                 | Thomas                 | Themes                | Themes                 |
| Key Theme:           | Theme:                | Theme:                 | Theme:                 | Theme:                | Theme:                 |
| What did it mean to  | How did William of    | What did life in       | Why did the west       | Why was there         | Why was there a shift  |
| be English before    | Normandy try to       | Medieval England       | fight for control of   | serious religious     | in power between       |
| 1066?                | control the people of | look like?             | Jerusalem in the       | conflict in England   | monarch and people     |
| Van Canaanta         | England?              | Van Canaanta           | crusades?              | after 1528?           | after 1642?            |
| Key Concepts,        | <b>1</b> / <b>0</b>   | Key Concepts,          | <b>1</b> / <b>0</b>    | <b>V O</b>            | <b>K</b> . <b>C</b>    |
| Knowledge & Skills   | Key Concepts,         | Knowledge & Skills     | Key Concepts,          | Key Concepts,         | Key Concepts,          |
| to be Embedded:      | Knowledge & Skills    | to be Embedded:        | Knowledge & Skills     | Knowledge & Skills    | Knowledge & Skills     |
| Migration to England | to be Embedded:       | Politics, economy,     | to be Embedded:        | to be Embedded:       | to be Embedded:        |
| over time. Key       | Power and conflict.   | religion and society.  | Religion, conflict and | Religion, power and   | Conflict, power and    |
| groups that migrated | William's bid for the | The basic structure of | international          | conflict.             | society.               |
| to England before    | throne. The control   | English Medieval       | relationships.         | Martin Luther and     | Reasons for the        |
| 1066: Celts, Romans, | measures              | society and its        | Religious difference   | the growth of         | English Civil War. The |
| Angles, Saxons and   | introduced:           | workings. Enquiry:     | between Christians     | Protestantism. Henry  | resulting rule of      |
| Vikings. Reasons for | Feudalism,            | Mansa Musa and a       | and Muslims in the     | VIII's Reformation in | Oliver Cromwell as     |
| migration and        | Domesday Survey       | comparative study.     | Medieval period.       | 1528. Changing        | Lord Protector. The    |
| considerations of    | and Book, Castles,    |                        | Jerusalem as a centre  | religious status      | Glorious Revolution    |
| perceived impact on  | Harrying of the       | Links to Prior         | for religious groups.  | across Edward VI,     | and constitutional     |
| English culture.     | North.                | Learning:              | The power of           | Mary I and Elizabeth  | monarchy with some     |
|                      |                       | William I's England    | medieval monarchs      | I. James I and the    | background in the      |
| Links to Prior       | Links to Prior        | and his measures       | and the Pope.          | Gunpowder plot.       | Magna Carta.           |
| Learning:            | Learning:             | that created the       |                        |                       |                        |
| Possible KS2 studies | KS2 kings and queens  | foundations of         | Links to Prior         | Links to Prior        | Links to Prior         |
| of Vikings and       | of England. Topic 1:  | medieval England.      | Learning:              | Learning:             | Learning:              |
| Romans in depth.     | Migration and         |                        | Christianity in        | Catholic Church.      | Medieval power         |
|                      |                       |                        | England. William I     | Power of monarchs.    | structures.            |



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| Key Assessment         | invasion, Roman       | Key Assessment         | and the Pope.         | Key Assessment         | Feudalism.           |
| Piece:                 | control.              | Piece:                 | Catholic Church       | Pieces:                | Monarchy.            |
| Why was England        |                       | How similar was        | Structure.            | 'English kings and     |                      |
| attractive to settlers | Key Assessment        | English medieval life  | Cross-curricular RE:  | queens were            | Key Assessment       |
| before 1066?           | Piece:                | to the life we live    | The importance of     | responsible for the    | Pieces:              |
|                        | How did William I's   | now?                   | Jerusalem to          | religious conflict     | Why were people      |
| Causation              | actions lead to him   |                        | Christians.           | after 1528.' How far   | other than the       |
|                        | gaining increased     | Similarity and         |                       | do you agree?          | monarch able to gain |
| Tier 3 Vocabulary      | control over the      | Difference             | <b>Key Assessment</b> |                        | more power after     |
| Vault:                 | people of England?    |                        | Pieces:               | Causation              | 1642?                |
| Migration.             |                       | Tier 3 Vocabulary      | How did the First     |                        |                      |
| Settlement.            | Consequence           | Vault:                 | Crusade change the    | Tier 3 Vocabulary      | Causation            |
|                        |                       | Feudalism. Society.    | Holy land?            | Vault:                 |                      |
| Reading Exposure:      | Tier 3 Vocabulary     | Economy. Religion.     |                       | Protestant. Catholic.  | Tier 3 Vocabulary    |
| Sources and            | Vault:                | Catholic. Pope.        | Significance          | Puritan. Extremist.    | Vault:               |
| Interpretations. Key   | Feudalism. Society.   | Bishop. Politics.      |                       | Persecution.           | Republic. Civil War. |
| texts and teacher-     | Harrying. Domesday.   |                        | Tier 3 Vocabulary     |                        | Revolution. Charter. |
| shared resources.      | Fortification. Noble. | Reading Exposure:      | Vault:                | Reading Exposure:      | Consitution.         |
|                        | Peasant.              | Sources and            | Crusade. Holy.        | Sources and            |                      |
| Strategies to enable   |                       | Interpretations. Key   | Muslim. Islam.        | Interpretations. Key   | Reading Exposure:    |
| new concepts,          | Reading Exposure:     | texts and teacher-     |                       | texts and teacher-     | Sources and          |
| knowledge & skills     | Sources and           | shared resources.      | Reading Exposure:     | shared resources.      | Interpretations. Key |
| to embed in long-      | Interpretations. Key  |                        | Sources and           |                        | texts and teacher-   |
| term memory:           | texts and teacher-    | Strategies to enable   | Interpretations. Key  | Strategies to enable   | shared resources.    |
| Recall DIN activities. | shared resources.     | new concepts,          | texts and teacher-    | new concepts,          |                      |
| Repetition of key      |                       | knowledge & skills     | shared resources.     | knowledge & skills     | Strategies to enable |
| vocabulary, some       | Strategies to enable  | to embed in long-      |                       | to embed in long-      | new concepts,        |
| with etymological      | new concepts,         | term memory:           | Strategies to enable  | term memory:           | knowledge & skills   |
| roots. Extended        | knowledge & skills    | Recall DIN activities. | new concepts,         | Recall DIN activities. | to embed in long-    |
| writing pieces that    | to embed in long-     | Repetition of key      | knowledge & skills    | Repetition of key      | term memory:         |
|                        | term memory:          | vocabulary, some       |                       | vocabulary, some       |                      |



| draw on knowledge | Recall DIN activities. | with etymological   | to embed in long-      | with etymological   | Recall DIN activities. |
|-------------------|------------------------|---------------------|------------------------|---------------------|------------------------|
| across the unit.  | Repetition of key      | roots. Extended     | term memory:           | roots. Extended     | Repetition of key      |
|                   | vocabulary, some       | writing pieces that | Recall DIN activities. | writing pieces that | vocabulary, some       |
|                   | with etymological      | draw on knowledge   | Repetition of key      | draw on knowledge   | with etymological      |
|                   | roots. Extended        | across the unit.    | vocabulary, some       | across the unit.    | roots. Extended        |
|                   | writing pieces that    |                     | with etymological      |                     | writing pieces that    |
|                   | draw on knowledge      |                     | roots. Extended        |                     | draw on knowledge      |
|                   | across the unit.       |                     | writing pieces that    |                     | across the unit.       |
|                   |                        |                     | draw on knowledge      |                     |                        |
|                   |                        |                     | across the unit.       |                     |                        |