Year 7 Curriculum Overview Plan: History

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

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