



## Year 7 Curriculum Grid

# History

Year/Term	Unit	Intent	What skills are developed?
Autumn Term 2024	<p><b>Baseline Test &amp; 'What is History?'</b></p> <p><b>The Middle Ages 1060-1485</b></p>	<p>To establish prior knowledge and understanding of history and historical skills, as well as written skills.</p> <p>To establish how England began to form as the country that we know today, beginning with the last successful invasion of Britain in 1066, focusing upon the history of the people as well as the kings who ruled and how this changed.</p> <ul style="list-style-type: none"> <li>• What was life like in Anglo-Saxon England?</li> <li>• Who should become King in 1066?</li> <li>• What happened at the Battle of Stamford Bridge?</li> <li>• What happened at the Battle of Hastings and why did William win?</li> <li>• How did William control England? (Castles, Feudalism, Harrying of the North, Domesday Book)</li> <li>• What can the Domesday Book tell us about our local area?</li> <li>• What was the Medieval Church like?</li> <li>• Why did Christianity and Islam clash in the Crusades?</li> <li>• Who killed Thomas Becket?</li> <li>• Why did King John issue Magna Carta?</li> <li>• How did the Black Death kill people?</li> <li>• What were the long-term effects of the Black Death?</li> <li>• Why did peasants revolt in 1381?</li> </ul> <p><b>Homework:</b> Homework booklet inc. wider extended reading</p> <p><b>Key Historical Concepts:</b> Historical Enquiry, Interpretation, Cause &amp; Consequence, Significance, Chronology, Similarities &amp; Differences, Cultural Diversity, Communicating about the Past</p>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> <li>• Identify</li> <li>• Describe</li> <li>• Explain</li> <li>• Analyse</li> <li>• Evaluate</li> <li>• Think critically</li> <li>• Understand provenance</li> <li>• Learn independently</li> <li>• Work in groups/teams</li> <li>• Communicate effectively</li> <li>• Research</li> </ul> <p><i>As well as developing historical second-order concepts including:</i></p> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Using evidence</li> <li>• Causation</li> <li>• Interpretation</li> <li>• Change and continuity</li> <li>• Similarities and Differences</li> <li>• Significance</li> </ul>
Spring Term 2024-25	<p><b>The Tudors and Religious Changes from 1485-1603</b></p>	<p>To develop an understanding of how, after the Middle Ages, there was significant religious change, the issue of female monarchs and how they portrayed their power, and England developing as a powerful nation on the world stage.</p> <ul style="list-style-type: none"> <li>• How did the Tudors rise to power? The Wars of the Roses</li> <li>• What happened at the Battle of Bosworth Field?</li> <li>• Was King Henry VII a gangster?</li> <li>• Why did King Henry VIII have so many wives?</li> <li>• Why did Martin Luther turn against the Catholic Church?</li> <li>• Why did Henry VIII break away from Rome?</li> <li>• How and why did Henry dissolve the monasteries?</li> <li>• What changes happened to the church under King Edward VI?</li> <li>• Why did some people oppose a female monarch? – inc. case study of Lady Jane Grey</li> <li>• Was Queen Mary I 'Bloody' or 'Goody'?</li> <li>• Who should marry Queen Elizabeth I?</li> <li>• How did Elizabeth attempt to solve religion in England?</li> <li>• Why did Elizabeth kill her cousin, Mary Queen of Scots?</li> <li>• What was the Spanish Armada and why did it attack England?</li> <li>• Why did the Spanish Armada fail?</li> <li>• How did Queen Elizabeth II portray herself?</li> </ul>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> <li>• Identify</li> <li>• Describe</li> <li>• Explain</li> <li>• Analyse</li> <li>• Evaluate</li> <li>• Think critically</li> <li>• Understand provenance</li> <li>• Learn independently</li> <li>• Work in groups/teams</li> <li>• Communicate effectively</li> <li>• Research</li> </ul> <p><i>As well as developing historical second-order concepts including:</i></p> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Using evidence</li> <li>• Causation</li> <li>• Interpretation</li> <li>• Change and continuity</li> </ul>

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Summer Term 2025	<b>The English Civil War &amp; Society</b>	<p>To establish an understanding of how England went to war with itself over the power of the king and religion and how, after the reinstatement of the monarchy, England changed rapidly and where England's place was in the world by 1750.</p> <ul style="list-style-type: none"> <li>• Who was James I?</li> <li>• What was the Gunpowder Plot?</li> <li>• Who was Charles I?</li> <li>• What caused the Civil War?</li> <li>• Roundheads vs., Cavaliers – who had the better army?</li> <li>• What weapons were used during the Civil War?</li> <li>• Why was Charles I executed?</li> <li>• What was life like in Cromwell's England?</li> <li>• Long/short parliament – a new dynasty?</li> <li>• Why was the monarchy restored?</li> <li>• What caused the Great Plague?</li> <li>• What was the impact of the Great Fire of London?</li> <li>• Effects of the Great Fire of London – why did the plague not return?</li> </ul> <p><b>Homework:</b> Homework booklet inc. wider extended reading</p> <p><b>Key Historical Concepts:</b> Historical Enquiry, Interpretation, Cause &amp; Consequence, Significance, Chronology, Similarities &amp; Differences, Cultural Diversity, Communicating about the Past</p>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> <li>• Identify</li> <li>• Describe</li> <li>• Explain</li> <li>• Analyse</li> <li>• Evaluate</li> <li>• Think critically</li> <li>• Understand provenance</li> <li>• Learn independently</li> <li>• Work in groups/teams</li> <li>• Communicate effectively</li> <li>• Research</li> </ul> <p><i>As well as developing historical second-order concepts including:</i></p> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Using evidence</li> <li>• Causation</li> <li>• Interpretation</li> <li>• Change and continuity</li> <li>• Similarities and Differences</li> <li>• Significance</li> </ul>