

Subject:	History	Year	7	Ability	All
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Term / Date(s)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Topic	Ancient Greece	Ancient Rome	Early Medieval Period and Norman Conquest	Medieval Life	Migration through Time
Topic overview Pupils will learn...	Students will understand the nature of ancient civilisations by looking at the significance of Ancient Greek society and its achievements	Students will understand the nature of ancient civilisations by looking at the rise of the Roman Empire and the consequences of its fall.	The development of Church, state and society in Medieval Britain 1066-1509 through a study of the Norman invasion of England and the changes that William brought.	The development of Church, state and society in Medieval Britain 1066-1509	Students will learn about the migration to and from the British Isles through selected case studies though time.
Components	<p>Students will understand the differing Greek civilisations through time in order to develop their chronological understanding of the Ancient World.</p> <p>Students will learn about the creation of democracy. This is so students are introduced to the key theme of government.</p> <p>Students will learn about sources available to historians in order to understand the nature of historical research. They will also look at the first history writers in Ancient Greece in order to understand how the discipline of History writing came about and to begin exploring why there are</p>	<p>Students will understand the rise of Rome as a power in Europe through looking at the interpretations of the founding of the city, the initial monarchy, and the transition to a republic. This is so that students understand the key chronological narrative of Rome and the context prior to the establishment of its Empire.</p> <p>Students will learn about Julius Caesar and his significance to Rome in order to understand how the Empire was developed and to develop their understanding of how individuals can be a factor that encourages change.</p>	<p>Students will first explore the period between the fall of the Roman Empire and 1066 including the Migration period, Vikings, and Anglo Saxon society. This is so that students see the chronological development of Britain and it will provide the key context for the succession crisis.</p> <p>Students will know that Britain had a succession crisis in 1066 to allow students to understand the key thematic concepts of monarchy and government in the Medieval period.</p> <p>Students will explore the battles of 1066 in order to understand cause and consequence and that events can have multiple factors influencing them.</p>	<p>After studying the Norman Conquest as a depth study, students will now broaden their knowledge of the Medieval period by looking at the key developments and events during this time period. They will start with a lesson on 'How do we know about the Medieval period' to explore the sources of evidence available to a historian completing research into this time period. This will also help to introduce students to the types of sources they will encounter in this topic.</p> <p>Students will then explore the structure and organisation of the Medieval Catholic Church in order to understand the key thematic component of religion and how</p>	<p>Students will learn about specific examples of migration through time including: Vikings, Normans, Jews, Huguenots, Windrush, refugees and asylum seekers. This is so students can develop their understanding of how Britain has been shaped and changed due to events in the wider world.</p> <p>Students will develop an understanding of Asian migration to Dewsbury in order to understand the history of their local area and of their peers in the classroom.</p> <p>Students will develop and consolidate their skills of the second order concepts of similarity and difference by comparing the different migrations.</p>

	<p>different interpretations of the past.</p> <p>Students will learn about various Greek achievements such as in science, medicine, the Olympics and Greek theatre in order to explain the significance that Greece has on the rest of the Ancient world and beyond.</p> <p>Students will learn about Alexander the Great in order to develop students understanding of the key theme of empire.</p> <p>Students will develop an understanding of how and why the past has been interpreted in different ways, and the ability to assess the validity of these differing interpretations.</p>	<p>Students will explore the development of aspects of the Roman empire including its size, army, and engineering works in order to develop their understanding of historical significance.</p> <p>Students will look at the impact of Rome on Britain in order to understand the chronological narrative of the British Isles.</p> <p>Students will learn about the development of Christianity including the significance of Constantine to explore turning points in History and to better understand the development of the power of the Catholic Church.</p> <p>Students will learn about the fall of Rome including the movement of barbarian tribes in order to provide key context for the onset of the Medieval period.</p> <p>Students will develop and consolidate their skills of the second order concepts of similarity and difference by comparing Ancient Greece with Ancient Rome</p> <p>Students will develop an understanding of the causes and consequences of events, with assessment of their relative importance.</p>	<p>Students will then explore the how William controlled England. This includes; castles, feudal system, Domesday Book and the Harrying of the North. This is so students can see the impact one event can have and to explore changes in British society.</p> <p>Students will develop an understanding of the causes and consequences of events, with assessment of their relative importance.</p>	<p>powerful the Church was during this period.</p> <p>Students will then explore the key thematic component of society by drawing on their knowledge of the feudal system. They will first understand what life was like in towns and villages for peasants. They will then look at the role of the knight in society and the societal expectations of men with the code of chivalry. This will also allow students to begin exploring the key theme of gender.</p> <p>Students will now learn about one significant event during the Medieval period which is the Crusades in order to bring together their previous learning on knights and Medieval religion. This will also allow students to understand how there can be differing interpretations of the past as they explore the differing historiography on the subject.</p> <p>Another significant event will now be studied by students which is the signing of the Magna Carta and its impact on different groups in society. Students will be able to further explore significance by thinking about the short -term and long term impact of this document and its effect on British democracy.</p> <p>Students will then learn about the 14th century crisis, focusing on war, plague, famine and revolts. This will enable students to develop their understanding of the later Medieval period and help to show students that the consequences of these events help Europe to transition into the Renaissance period (to be studied in Y8).</p>	<p>Students will develop an understanding of the causes and consequences of events, with assessment of their relative importance.</p>
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<p>What pupils should already know (prior learning components)</p>	<p>From KS2 students should have a knowledge of Pre-1066 including Ancient civilisations (Stone Age, Bronze Age)</p> <p>Students should also have an awareness of Greek life and achievements and their influence on the western world</p>	<p>From KS2 students should have a knowledge of the Roman Empire in Britain, including Julius Caesar, 'Romanisation' of Britain and the impact of Roman technology, culture and beliefs.</p> <p>From Y7 students should have a prior knowledge of:</p> <ul style="list-style-type: none"> - The nature of the Ancient World, for example Ancient Greece and key context of the Bronze Age and Iron Age - An understanding of the term 'empire' and the example of Alexander the Great - The Greek approach to science and maths - Forms of government including monarchy and democracy 	<p>From KS2 National Curriculum:</p> <ul style="list-style-type: none"> - Britain's settlement by Anglo-Saxons and Scots - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p>From Y7 students should have a prior knowledge of:</p> <ul style="list-style-type: none"> - Ancient World (to make comparisons) - Fall of Rome including the movement of barbarian tribes - Forms of government including monarchy 	<p>Students should have a prior knowledge of:</p> <ul style="list-style-type: none"> - Monarchy as a form of government and the example of William the Conqueror - Knights and other forms of warfare - The importance of religion (Pope backing of William) - Feudal system - Ancient World (to make comparisons) 	<p>Students should have a prior knowledge of:</p> <ul style="list-style-type: none"> - The movement of barbarian tribes after the fall of Rome including Angles and Saxons into Britain - Viking invasions around Europe
<p>Transferrable knowledge (skills)</p>	<p>Knowledge of the classical approach to science, medicine, and education</p> <p>An understanding of the concept of democracy and how governments are different in different time periods</p>	<p>Knowledge of the classical approach to science, medicine, and education</p> <p>An understanding of the concepts of monarchy and democracy and how governments are different in different time periods</p>	<p>An understanding of the concepts of monarchy and democracy and how governments are different in different time periods</p> <p>An understanding of the feudal system and people's position in</p>	<p>An understanding of the concepts of monarchy and democracy and how governments are different in different time periods</p> <p>An understanding of the feudal system and people's position in society. This includes the role of peasants, knights, and kings.</p>	<p>Knowledge of Jewish persecution and anti-Semitism that will be revisited in studies of Nazi Germany and the Holocaust.</p> <p>Knowledge of the changes to their local area.</p>

	<p>An understanding of the concept of empire</p> <p>Understanding of how and why the past has been interpreted in different ways, and the ability to assess the validity of these differing interpretations.</p> <p>Deployment and development of appropriate historical vocabulary</p> <p>An understanding of how to assess historical significance</p>	<p>An understanding of the concept of empire</p> <p>Understanding of how and why the past has been interpreted in different ways, and the ability to assess the validity of these differing interpretations.</p> <p>Deployment and development of appropriate historical vocabulary</p> <p>Their ability to make effective comparisons using the second order concepts of change, continuity, similarity and difference.</p>	<p>society. This includes the role of peasants, knights, and Barons.</p> <p>An understanding of the factors that can influence the causes and consequences of events.</p> <p>Deployment and development of appropriate historical vocabulary</p>	<p>An understanding of the key thematic components of society and gender.</p> <p>Deployment and development of appropriate historical vocabulary</p> <p>Their ability to make effective comparisons using the second order concepts of change, continuity, similarity and difference.</p> <p>An understanding of how to assess historical significance</p> <p>Understanding of how and why the past has been interpreted in different ways, and the ability to assess the validity of these differing interpretations.</p>	<p>Their ability to make effective comparisons using the second order concepts of change, continuity, similarity and difference.</p>
Key vocabulary pupil will know and learn	significant, Dark Ages, empire, government, democracy, Four Humours	Empire, Public health, Revolt/rebellion, Barbarian/Germanic, Trade	Migration, claimant, heir, succession, Witan, Norman, Saxon, Viking, Fyrd, Housecarl, Cavalry, Knight, Conqueror, Feudal, Baron, peasant	Dark Ages, Medieval, Middle Ages Monarchy, Pope/Papacy/Papal, Church and church, Chivalry, Crusade, Catholic	Migration, refugee, asylum seeker, persecution, settlement
Assessment activities	<ul style="list-style-type: none"> - Source or interpretations based tasks - Second order concepts writing task (focus on significance) 	<ul style="list-style-type: none"> - Source or interpretations based tasks - Second order concepts writing task (focus on cause and consequence) 	<ul style="list-style-type: none"> - Source or interpretations based tasks - Second order concepts writing task (focus on cause and consequence) 	<ul style="list-style-type: none"> - Source or interpretations based tasks - Second order concepts writing task (focus on similarity and difference/change and continuity) 	<ul style="list-style-type: none"> - Source or interpretations based tasks - Second order concepts writing task (focus on similarity and difference and causation)
Resources available	<p>All resources are on Shared Area including:</p> <ul style="list-style-type: none"> - SOL document - Lesson Powerpoints and resources - Teacher Guides - ETA info 	<p>All resources are on Shared Area including:</p> <ul style="list-style-type: none"> - SOL document - Lesson Powerpoints and resources - Teacher Guides - ETA info 	<p>All resources are on Shared Area including:</p> <ul style="list-style-type: none"> - SOL document - Lesson Powerpoints and resources - Teacher Guides - ETA info 	<p>All resources are on Shared Area including:</p> <ul style="list-style-type: none"> - SOL document - Lesson Powerpoints and resources - Teacher Guides - ETA info 	<p>All resources are on Shared Area including:</p> <ul style="list-style-type: none"> - SOL document - Lesson Powerpoints and resources - Teacher Guides - ETA info
Notes Why this topic is important...	<p>Subject Knowledge:</p> <p>Students will be taught chronologically so that they understand the long arc of history and can make the connections and draw</p>	<p>Subject Knowledge:</p> <p>Students will be taught chronologically so that they understand the long arc of history and can make the connections and draw</p>	<p>Subject Knowledge:</p> <p>1066 is a pivotal turning point in British History which establishes Medieval society. William's consolidation of power created the British monarchy and system</p>	<p>Subject Knowledge:</p> <p>In order to see the chronological narrative of Britain, students will progress from the Ancient World to the Medieval period. Within this topic students will learn about</p>	<p>Subject Knowledge:</p> <p>This is a study of specific theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 therefore students will develop key</p>

	<p>comparisons between time periods. Therefore, it is important to start with the Ancient World so that they can understand the key themes and developments in History from some of the earliest civilisations until present.</p> <p>Disciplinary Concepts: This topic introduces important key themes such as: Government, Empire, society and culture, amongst others that will then be explore further in other topics. Students will need this knowledge to make effective comparisons to the Medieval world and then to the 're-birth' of the classical knowledge within the Renaissance.</p> <p>Link to British values and citizenship: This topic also has significant importance to teaching British values through looking at democracy and the rule of law. Students will use the comparison to Ancient Greece as a historical example in order to acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.</p>	<p>comparisons between time periods. Therefore, it is important to start with the Ancient World so that they can understand the key themes and developments in History from some of the earliest civilisations until present. It is important to explore the fall of Rome to provide the key context of the onset of the 'Dark Ages' in the Medieval period, as well as the changes to Europe that allowed tribes such as the Anglo-Saxons to prosper in Britain.</p> <p>Disciplinary Concepts: This topic further develops important key themes such as: Government, Empire, society and culture, amongst others that will then be explore further in other topics. Students will need this knowledge to make effective comparisons to the Medieval world and then to the 're-birth' of the classical knowledge within the Renaissance.</p> <p>Link to British values and citizenship: This topic also has significant importance to teaching British values through looking at democracy and the rule of law. Students will use the knowledge from Ancient Rome as a historical example to develop their understanding of the role of law and the justice system in our society and how laws are shaped and enforced.</p>	<p>of government for the next 300 years.</p> <p>Disciplinary Concepts: The topic allows for the introduction and development of key themes that are continually returned to such as feudalism, government, society and culture, and the importance of religion.</p> <p>Link to British values and citizenship: This topic also has significant importance to teaching British values and citizenship by using a historical example to show the developments in the role of the monarch and in the implementation of the law.</p>	<p>significant concepts and events that influenced Britain during this period such as the importance of religion, people's place in society and the development of British democracy. Students will then be able to compare to the Renaissance which is the next time period along.</p> <p>Disciplinary Knowledge: During this topic students will explore the key thematic components of history including, government, monarchy, religion, gender, conflict, society. This will allow them to deepen their knowledge of these themes and to then make effective comparisons to the Ancient World and to the Renaissance next.</p> <p>Link to British Values and Citizenship: This topic is important for the development of respect for the British democracy and for securing a sound knowledge of the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch by looking at the Magna Carta.</p>	<p>knowledge of how Britain has been changed through time and how Britain has been impacted by events in the wider world. By focusing on different groups of people like the Windrush generation and Asian migration, this topic aims to prevent a simply white-dominated view of history. With regards to Windrush, it helps to ensure that black history taught to students is not just a study of slavery and civil rights, but the learning goes beyond that to look at the continuing impact and legacy of this. It also incorporates black history more fully into the curriculum rather than a standalone topic.</p> <p>Disciplinary Knowledge: Students will develop their ability to track a one specific theme through time. It will improve their chronological awareness and develop a sense of period by having examples of migration from different contexts through time. It will deepen their understanding of the key themes and factors that encourage change in History such as Empire, conflict, changes in society, and religion.</p> <p>Link to British values and citizenship: Students will develop an understanding of what it means to be British and how Britain is a multicultural society with diverse national, regional, religious and ethnic identities due to the impact of migration. It will promote respect, tolerance and empathy of others as students will listen to their peers' stories of migration.</p>
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