Share Multi Academy Trust

Subject:	History	Year	7	Ability All

Term / Date(s)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Topic	Ancient World	Early Medieval Period and Norman Conquest	Medieval Life	Migration through Time	Renaissance and Reformation
Topic overview **Pupils will learn…**	Students will understand the nature of ancient civilisations by looking at the significance of Ancient Greece and Ancient Rome	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.	The development of Church, state and society in Britain 1509-1745 by exploring the key changes that took place in the Renaissance period including the changes to science and religion.
Components (golden knowledge)	Students will learn about the creation of democracy. This is so students are introduced to the key theme of government. Students will learn about various Greek and Roman achievements such as in science, medicine, engineering, in order to explain the significance that Greece and Rome had on the rest of the Ancient world and beyond. Students will learn about Alexander the Great in order to develop students understanding of the key theme of empire. Students will look at the impact of Rome on Britain in order to	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. 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. Students will explore the battles of 1066 in order to understand cause and consequence and that	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. 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	Students will learn about specific examples of migration through time including: Vikings, Normans, Jewish people, 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. 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. Students will develop and consolidate their skills of the second order concepts of similarity and difference by comparing the different migrations.	Students will learn about key features of the Renaissance, including the concept of 're-birth' and changes in science, art, drama, and literature. This will allow students to make effective comparisons to the Medieval period and understand the key second order concept of change. It will also allow them to recall their knowledge of the Ancient World. Students will explain the impact of the printing press in order to develop their analysis of significance and cause and consequences. Students will explore the changes to science further by discussing the Scientific Revolution in order

	understand the chronological narrative of the British Isles. 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. 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. 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. Students will develop and consolidate their skills of the second order concepts of similarity and difference by comparing Ancient Greece with Ancient Rome Students will develop an understanding of the causes and consequences of events, with assessment of their relative importance.	events can have multiple factors influencing them. 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. Students will develop an understanding of the causes and consequences of events, with assessment of their relative importance.	powerful the Church was during this period. 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. 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. 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. 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	Students will develop an understanding of the causes and consequences of events, with assessment of their relative importance.	to continue to make the comparisons to the Ancient World and Medieval period. It will allow them to begin exploring the changing power and role of the Catholic Church. Students will learn about key features of the Age of Discovery or Exploration in order to understand more changes that took place during this time. It will also provide key context for later studies of Elizabethan England and empire building. Students will learn about Henry VIII and using their knowledge from previous lessons they will decide if he is a 'Renaissance man' or a 'Machiavellian Prince'. This will allow students to explore different interpretations of key figures in History. Students will learn about Martin Luther and Reformation in Europe in order to explore cause and consequence, as well as the significant impact that it had on the power of the Church. Students will then discuss the impact that the Reformation had on Britain by looking at the key changes that each monarch (Henry, Edward, Mary and Elizabeth) brought to the religion of the country. Students will explore the sources available for the Renaissance in order to understand the nature of historical research.

			Renaissance period (to be studied in Y8). Students will now look at prominent Medieval women in order to explore the key thematic component of gender and prevent a male dominated view of this time period. Finally, students will look at Columbus' discovery of America which is the very last key event in the 1490s in order to see the transition into the Renaissance period and the Age of Discovery that occurs c1500.		
What pupils should already know (prior learning components)	From KS2 students should have a knowledge of Pre-1066 including Ancient civilisations (Stone Age, Bronze Age) Students should also have an awareness of Greek life and achievements and their influence on the western world 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.	From KS2 National Curriculum: - 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 From Y7 students should have a prior knowledge of: - Ancient World (to make comparisons) - Fall of Rome including the movement of barbarian tribes - Forms of government including monarchy	Students should have a prior knowledge of: - 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)	Students should have a prior knowledge of: - The movement of barbarian tribes after the fall of Rome including Angles and Saxons into Britain - Viking invasions around Europe	Pupils will already have an awareness of: - Ancient World including science and engineering - Medieval period including the power of the Church - Second order concepts - Source analysis Interpretations analysis
Transferrable knowledge (skills)	Knowledge of the classical approach to science, medicine, and education An understanding of the concept of democracy and how governments are different in different time periods	An understanding of the concepts of monarchy and democracy and how governments are different in different time periods An understanding of the feudal system and people's position in	An understanding of the concepts of monarchy and democracy and how governments are different in different time periods An understanding of the feudal system and people's position in society. This includes the role of peasants, knights, and kings.	Knowledge of Jewish persecution and anti-Semitism that will be revisited in studies of Nazi Germany and the Holocaust. Knowledge of the changes to their local area.	The rise in science and technology during the Scientific Revolution The changes to the Church including the development of Protestantism and Puritanism. The decline in power of the Church.

	An understanding of the concept of empire Understanding of how and why the past has been interpreted in different ways, and the ability to assess the validity of these differing interpretations. Deployment and development of appropriate historical vocabulary An understanding of how to assess historical significance	society. This includes the role of peasants, knights, and Barons. An understanding of the factors that can influences the causes and consequences of events. Deployment and development of appropriate historical vocabulary	An understanding of the key thematic components of society and gender. Deployment and development of appropriate historical vocabulary Their ability to make effective comparisons using the second order concepts of change, continuity, similarity and difference. An understanding of how to assess historical significance Understanding of how and why the past has been interpreted in different ways, and the ability to assess the validity of these differing interpretations.	Their ability to make effective comparisons using the second order concepts of change, continuity, similarity and difference.	The significance of the printing press The discovery of new lands in the Age of Discovery Deployment and development of appropriate historical vocabulary Their ability to make effective comparisons and analyses using the second order concepts of change, continuity, similarity and difference, cause and consequence. An understanding of how to assess historical significance Critical evaluation and interpretation of different types of historical source.
Key vocabulary pupil will know and learn	significant, Dark Ages, empire, government, democracy, Four Humours, public health	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	Renaissance, 're-birth', Ancient/classical, Anatomy Machiavellian, Reformation, Indulgences, Protest, Protestant, Catholic, Church
Assessment activities	- Enquiry Question: Does Alexander the Great deserve his title? - What has the Ancient World done for us?	- Enquiry Question: What were the consequences of the Norman Conquest?	- Enquiry Question: Does the Medieval period deserve its bad reputation?	- Enquiry Question: To what extent has Britian welcomed migrants through time?	- Enquiry Question: Why did the Catholic Church decline in power during the Renaissance?
Resources available	All resources are on Shared Area including: - SOL document - Lesson Powerpoints and resources - Teacher Guides - ETA info	All resources are on Shared Area including: - SOL document - Lesson Powerpoints and resources - Teacher Guides - ETA info	All resources are on Shared Area including: - SOL document - Lesson Powerpoints and resources - Teacher Guides - ETA info	All resources are on Shared Area including: - SOL document - Lesson Powerpoints and resources - Teacher Guides - ETA info	All resources are on Shared Area including: - SOL document - Lesson Powerpoints and resources - Teacher Guides ETA info
Notes **Why this topic is important…**	Subject Knowledge: Students will be taught chronologically so that they understand the long arc of	Subject Knowledge: 1066 is a pivotal turning point in British History which establishes Medieval society. William's	Subject Knowledge: In order to see the chronological narrative of Britain, students will progress from the Ancient World	Subject Knowledge: This is a study of specific theme in British history that consolidates and extends pupils' chronological	Subject Knowledge: Students need to develop a chronological awareness of British and world history,

	history and can make the connections and draw 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. 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. 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. 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.	consolidation of power created the British monarchy and system of government for the next 300 years. 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. 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.	to the Medieval period. Within this topic students will learn about 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. 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. 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.	knowledge from before 1066 therefore students will develop key 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. 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. 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.	therefore as they have completed the Medieval period in Y7 they must explore the next one which is the Renaissance. This will allow students to explore change and continuity over time especially with regards to science, technology and religion. This topic has clear links with the Medicine Through Time topic and Elizabeth England topics at GCSE helping to provide key context for these. Disciplinary Concepts: This topic helps to develop students' awareness of the key thematic components of society, religion, science and technology. Students will develop their skills of source and interpretations analysis. Link to British values and citizenship: This topic helps to develop mutual respect and tolerance of others of different religions.
