

Y7 History –CurriculumMap

ADVENT 1 What is history? Key Skills	ADVENT 2 The Roman Empire 500bc-1000ad	Disciplinary Knowledge Enquiry Interpretation Cause & Consequence Similarities & Differences Significance Continuity & Change Diversity	LENT 1 1000-1500 The Norman Conquest	LENT 2 1000-1500 Medieval Monarchs	Disciplinary Knowledge Enquiry Interpretation Cause & Consequence Similarities & Differences Significance Continuity & Change Diversity	PENTECOST 1 1000-1500 The Crusades	PENTECOST 2 1000-1500 Medieval Life	Disciplinary Knowledge Enquiry Interpretation Cause & Consequence Similarities & Differences Significance Continuity & Change Diversity
<u>Unit Intent:</u> <u>How do we measure time?</u> Chronology BC/AD/ BCE/CE Terminology <u>How do historians know what happened in the past?</u> Primary and Secondary Sources Types of Evidence (physical, written, visual etc) <u>Can we trust sources?</u> Bias Provenance <u>How do we carry out an historical enquiry?</u> Assessment	<u>Unit Intent:</u> <u>Which countries were controlled by Rome?</u> Romulus & Remus. Geography of the Roman Empire. <u>Why did the Romans want an empire?</u> Trade <u>How did the Romans conquer and controlled their Empire?</u> The Republic The Roman Army <u>What was life like in the Roman Empire?</u> Food Entertainment <u>How culturally diverse was the Roman Empire?</u> A case-study of Septimius Severus Assessment	Revisit learning and retrieve through low stakes quizzes, 'Do it Now' and formal testing. CST / Common Good Human Dignity Cross-Curricular: European and North African Geography Geography of North England / Scandinavia English Literature Reading 3-2-1	<u>Unit Intent:</u> <u>Why did William win the Battle of Hastings?</u> Contenders to the throne. The Battle of Stamford Bridge. Norman preparation. <u>The Battle of Hastings.</u> <u>Assessment</u> How did the <u>Normans control England?</u> Rebellion Castles Domesday Feudal System <u>Assessment</u>	<u>Unit Intent:</u> <u>Why did King Henry II agree to be whipped?</u> The murder of Thomas Becket. BRITISH VALUES Rule of Law Could Medieval Kings do what they liked? The power of the King, Barons and the Church. King John and Magna Carta. <u>Was King John a good or a bad King?</u> Using Evidence	Revisit learning and retrieve through low stakes quizzes, 'Do it Now' and formal testing. CST Right and Responsibilities The Common Good Cross-Curricular: England's Geography Reading 3-2-1	<u>Unit Intent:</u> BRITISH VALUES Mutual Respect & Tolerance <u>What did Europe learn from the Muslim world?</u> Religious wars Richard the Lionheart & Saladin the Great. <u>Why was Jerusalem important?</u> The life of Jesus and the founding of Christianity. <u>What caused the Black Death?</u> God? Supernatural? Four humours? Rats? Or Yersinia Pestis? <u>What was the impact of the Black Death?</u> Economic/ Cultural /Social / Political / <u>Why did the peasants revolt?</u> Protest	<u>Unit Intent:</u> <u>What was life like in the Medieval era</u> <u>Housing</u> <u>Work</u> <u>Religion</u> Entertainment Law and order Health and Medicine Local trip to Poole's Cavern Similarity and Difference A comparison with Covid-19 BRITISH VALUES Liberty	Revisit learning and retrieve through low stakes quizzes, 'Do it Now' and formal testing. CST Peace Common Good Human Dignity Solidarity Option for the Poor Subsidiary Cross-Curricular: Global & Middle East Geography RE Maths Art Reading 3-2-1