

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	<p>Developing Basic Historical Skills:</p> <p>Chronological understanding.</p> <p>Types of evidence – primary and secondary</p> <p>Classifying evidence eg written, spoken, physical etc</p> <p>Categorising events.</p>	<p>Medieval Era – Invasion:</p> <p>Early tribes of Britain.</p> <p>Contenders for the crown.</p> <p>Battle of Stamford Bridge.</p> <p>English and Norman warriors.</p> <p>Battle of Hastings.</p> <p>The Bayeux tapestry.</p>	<p>Medieval Era – Control and Rebellion 1:</p> <p>The Norman drive towards London.</p> <p>The harrying of the North.</p> <p>Norman sociological control – feudal system.</p> <p>Norman economic control – Domesday book</p> <p>Norman control using castles.</p>	<p>Medieval Era – Control and Rebellion 2:</p> <p>Castle types - Motte and Bailey, square keep and concentric designs.</p> <p>Attack and defending castles.</p> <p>Case study: The siege of Rochester.</p>	<p>Medieval Era – Crusades and Calamities 1:</p> <p>How to become a knight.</p> <p>Knight's and destrier's armour.</p> <p>Medieval tourneys.</p> <p>William Marshal</p> <p>Heraldry.</p>	<p>Medieval Era – Crusades and Calamities 2:</p> <p>Motivation for the crusades.</p> <p>The first, second and thirds crusades.</p> <p>Richard the Lionheart and Saladin.</p> <p>The fourth and fifth crusades.</p> <p>What did the crusades do for us?</p> <p>The black death.</p>

Scope**Coherence****Rigour****Sequencing**

Y8	History skills:	Reformation 2:	Renaissance 1:	Renaissance 2:	Renaissance 3:	Revolution and Restoration 2 (independent project):
	<p>Understanding terminology eg causation, long term and short term.</p> <p>Understanding bias and propaganda.</p> <p>Reformation 1:</p> <p>Martin Luther and the corrupt church.</p> <p>The Tudors – Henry VIII and his wives.</p> <p>The rich and the poor Tudors.</p>	<p>Henry VIII - the break from Rome.</p> <p>The dissolution of the monasteries.</p> <p>Henry VIII – a good or poor king?</p> <p>Bloody Mary.</p> <p>Elizabeth I early life.</p>	<p>Elizabeth I and marriage.</p> <p>Elizabeth I portraits and propaganda.</p> <p>Tudor fashion.</p> <p>Tudor social history – schooling and relaxation</p> <p>The Spanish Armada.</p> <p>Why did the Spanish Armada fail?</p>	<p>Walsingham – spy master.</p> <p>Elizabethan laws.</p> <p>Crime and punishment.</p> <p>Mary Queen of Scots.</p> <p>The Babington Plot.</p> <p>Tudor trade.</p>	<p>Encounters with the first nations.</p> <p>Pocahontas – the real story.</p> <p>Witchcraft</p> <p>Pirates and privateers</p> <p>Revolution and Restoration 1 (independent project):</p> <p>James I.</p> <p>Religious division.</p> <p>The gunpowder plot.</p>	<p>Charles I.</p> <p>Ruling without Parliament.</p> <p>Causes of the civil war.</p> <p>Roundheads and Cavaliers.</p> <p>Civil war propaganda.</p> <p>Key battles.</p> <p>The trial of King Charles I.</p> <p>Cromwell.</p> <p>The Restoration.</p> <p>Was Cromwell a hero or a villain?</p> <p>Special Project:</p> <p>Jack the Ripper</p>

Scope**Coherence****Rigour****Sequencing**

Analyse and justify the sequencing:

- Does new topic knowledge use prior knowledge to inform access to content and concepts covered?
- What is each element doing to make accessible the content in subsequent years/phases?
- Is it logical and coherent with small enough component steps to achieve ambitious end points?
- Where can typical learning gaps be filled in? (What provision has been made for this in how the curriculum is sequenced?)

Scope

Coherence

Rigour

Sequencing

End Points: Aims and Knowledge in Evidence (per year/per key stage):

Year 7 – Have a chronological knowledge about key events in the medieval period. This is to include the events that led to the Norman invasion of 1066 and how the invading (and conquering) force developed systems of control to exert dominance on the native populace. Children to have knowledge and understanding of the evolution of castle development and the necessity of this change for protection. Children to know and understand the development of heraldry, how to become a knight and the importance of armour, weaponry and tournaments. To understand the motivations behind the crusades and have knowledge of the events concerning the holy land. The children to know about the devastating effects of the Black Death and understand strategies that were used to try to stem the spread of the disease(s). To know about the epidemiology of the disease(s). Pupils can use the skills that they have developed to determine the type of evidence used and use this to determine chronology and avoid anachronisms.

Year 8 – Children to have knowledge about the rise of Lutheranism and the challenge to the Catholic church. Know about the social and economic history of the Tudor period. To know and understand the reasons why Henry VIII began the Church of England, and embarked on the dissolution of the monasteries. To use evidence to argue whether Henry VIII was a good or a poor king. To know about Bloody Mary (I) and about Elizabeth I, her marriage dilemma and the effective use of propaganda. To have knowledge and understanding of some of the social history of the Tudor period and compare and contrast this with present day. To know why the Spanish attempted to invade with the Armada and to use evidence to determine why it was a failure. To know about the development of the 'spy' masters, some of the crime, punishments and Elizabethan Laws, and the attempts to make a fairer society. To know about Mary Queen of Scots and the Babington Plot. Looking at trade, the wider world and the encounters with the first nations in the Americas. To work independently on the James I and religious division and the gunpowder plot. Know about Charles I and the causes of the civil war. To understand the effectiveness of propaganda and know about some of the key battles. To know about the trial of King Charles I, the rise of Cromwell and the restoration of the monarchy. To use knowledge and understanding to argue the case as to whether Cromwell was a hero or a villain. To understand and have knowledge about how bias and propaganda influences society and its uses through the reformation, renaissance and restoration periods. Finally, a stand alone project is done to emphasise piecing together events using evidence and sifting through opinion versus fact. This project is Jack the Ripper.

Assessing skills and knowledge

Opportunities for extended writing will be made in each term for both year groups. These will be used as a method to assess children's historical knowledge and use of skills. In addition, there will be opportunities to carry out design and/or model building so that children can express their knowledge in areas such as weaponry, armour and heraldry. Case studies are also used to demonstrate the skills of research and uses of chronology, primary and secondary sources.

Curriculum Intent statement:

The scope of the history curriculum in years 7 and 8 is designed to provide children with a clear knowledge and understanding of events. In year 7 children examine the medieval period, starting with the events around 1066 and ending with the Black Death. In year 8 children work through key events starting with the reformation, working through the renaissance and ending with the restoration. Embedded skills to determine evidence types, sources and chronology, empowers the children to be able to categorise events and determine bias and propaganda, and think for themselves about the chronology of events. They use these skills and the learnt content knowledge to argue a case, such as whether to attack a castle, or if Henry VIII was a good or poor king. The curriculum is sequential and builds on understanding in a logical manner. The coherent and rigorous approach adopted evolves sequentially like a 'story' such as the Norman conquest and the methods they employed to exert control. Or how differences in monarchical and parliamentary philosophies led to inevitable conflict. The knowledge gained is understood because of the context in which sequences of events are seen, and this knowledge is built up over the year. Learning gaps are filled using timelines and the references to the skills throughout the curriculum means that the development of these skills is ongoing and provides accessibility to the other areas of study.

Scope**Coherence****Rigour****Sequencing**