

Year 7 Curriculum Plan

	Key Question	Key Words	Wider Reading	Link to Curriculum Intent
<u>Term 1</u>	<p><u>What is History?</u></p> <ul style="list-style-type: none"> A chance to practise the skill required to be a good historian. Students will then demonstrate these with an assessment on the Ricall Skeletons 	Chronology, Anachronism, evidence, source, interpretation, timeline,		<ul style="list-style-type: none"> Link to Part b of History intent developing a variety of Historical skills
	<p><u>What was life like in the Neolithic era?</u></p> <ul style="list-style-type: none"> Investigate the life of a hunter gatherer, looking at how they adapted to their surroundings and comparing to life today. Assessment on the life of a Hunter Gatherer Investigate the move to farming and the impact it had on pre-historic life. Comparison of prehistoric sites, including Khirokitia in Cyprus to look at how different tribes developed in different ways. Assessment of the similarities and differences between sites 	Hunter Gatherers, Stone Age, Prehistoric, Neolithic, Farming, domesticated, Khirokitia, Stonehenge, Star Carr, Skara Brae, comparison, beliefs	Horrible Histories Savage Stone age Hunter-Gatherer Culture National Geographic Society Hunter-Gatherers - HISTORY	<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
<u>Term 2</u>	<p><u>What Have the Romans ever done for Us?</u></p> <ul style="list-style-type: none"> Investigate the growth and development of the Roman Empire, looking at the origins of Rome, how and why it developed an empire, the importance of Trade, Life in Rome, the role of the Roman Army. Assessments on Roman Life and the Army 	Rome, Trade, Romulus, Remus, Empire, Slaves, Army, Villa, Circus Maximus, Gladiators, Coliseum, Emperor,	Horrible Histories Rotten Romans Romans - KS3 History - BBC Bitesize	<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
	<p><u>Why did William Win the Battle of Hastings?</u></p> <ul style="list-style-type: none"> Investigate the claims to the throne in 1066, the 3 major battles and why William won the Battle of Hastings. Assessment on Why William won. 	Claimants, Edward the Confessor, Harald Hardrada, William Duke of Normandy, Edgar Atheling, Stamford Bridge, Fulford, Hastings, Senlac Hill, Tactics, Archers, Chance, Pope, Oath, Battle Axe, Feigned Retreat, knights	Normans - KS3 History - BBC Bitesize Horrible Histories Stormin Normans	<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements

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<p><u>Term</u> <u>3</u></p>	<p><u>What have the Normans ever done for us?</u></p> <ul style="list-style-type: none"> Investigate the changes that arose from the Norman Conquest, including a look at how they were controlled, changes to language, architecture and culture. Assessment on How far the Normans changed England 	<p>Domesday book, feudal system, castles, cathedrals, Harrying of the North, surnames, Motte and Bailey, religion, peasants, Barons, Earls, Knights, Loyalty, Harrying</p>	<p>A summary of the feudal system and the Domesday Book - The feudal system and the Domesday Book - KS3 History Revision - BBC Bitesize</p> <p>Horrible Histories Stormin Normans</p> <p>Key Stage 3 at www.johndclare.net</p>	<ul style="list-style-type: none"> - Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy - Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
	<p><u>What was life like in Medieval England?</u></p> <ul style="list-style-type: none"> Investigate life in a medieval town and village was like including looking at law and order. 	<p>Village, town, mill, Lord of the Manor, tithing, hue and cry, watchmen, sheriff, common land, church,</p>	<p>Yalding Medieval Village Project KS3 (spartacus-educational.com)</p> <p>A summary of everyday life in the Middle Ages - Everyday life in the Middle Ages - KS3 History Revision - BBC Bitesize</p>	<ul style="list-style-type: none"> - Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy - Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
	<p><u>What was the Role of the Medieval King?</u></p> <ul style="list-style-type: none"> Investigate the role of different Medieval kings, and changes that happened including Henry II and Thomas Becket, King John and the Magna Carta, Henry III and Simon De Montfort and Peasants Revolt. Assessment on significance of Magna Carta 	<p>Magna Carta, Church courts, Martyr, Parliament, Kingship, Revolt, Uprising, rebels, challenge, authority</p>	<p>Why was Thomas Becket important to Henry II? - Thomas Becket and Henry II - KS3 History Revision - BBC Bitesize</p> <p>A summary of King John and Magna Carta - King John and Magna Carta - KS3 History Revision - BBC Bitesize</p> <p>A summary of the Peasants' Revolt - The Peasants' Revolt - KS3 History Revision - BBC Bitesize</p>	<ul style="list-style-type: none"> - Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy - Links to Humanities intent with Investigating and forming judgements and Question and challenge statements