

# History

## Year 7 Curriculum

### ASPIRE – ENDEAVOUR - SUCCEED

#### Purpose and aims

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

#### Threshold concepts

Chronological understanding, Substantive knowledge, Cause and Consequence, Change and Continuity, Significance, Evidential Enquiry, Interpretation. In addition to these key principles students will also need to have a grasp of the following concepts:

- *The changing role of religion in England during the transition from Ancient to Medieval England.*
- *Causes of conflict between Crown and wider society*
- *How territorial changes and warfare led to the unification of England*
- *The differences in English society/religion in comparison to Islamic World*

#### Sequence of learning

The Year 7 Curriculum has a strong focus on the Medieval life of the Anglo Saxons and Normans, moving into the life of Early Britons. This focus on Medieval life is key because it lays the foundation for '*chronologically secure knowledge and understanding of British, local and world history*' (National Curriculum - History) It will enable students to draw connections and make contrasts between significant events during the Y7 Curriculum, but also how those events lay the foundations for future events in their further studies in Y8/Y9 and beyond. The decision to deliver this material chronologically, rather than thematically, was carefully considered and ultimately the need for students to '*understand both the long arc of development and the complexity of specific aspects of the content*' (National Curriculum – History) best lent itself for Chronological study and understanding.

#### Subject knowledge

##### Anglo-Saxon England

K1.1. Who the Anglo-Saxons were

- K1.2. What Anglo-Saxon life was like
- K1.3. Archaeological discoveries of Anglo-Saxon artefacts
- K1.4. Why it is difficult for historians to learn about the Anglo-Saxon era
- K1.5. How Anglo-Saxon England was structured and governed
- K1.6. How Christianity spread throughout Anglo-Saxon England and changed it
- K1.7. The arrival of the Vikings in England
- K1.8. The culture and beliefs of the Vikings
- K1.9. The reasoning behind, and impact of, Viking raids in England, especially on Christian monasteries.
- K1.10. Viking conquest and power in England
- K1.11. The key events that occurred during the reign of Alfred the Great
- K1.12. The military successes of Alfred the Great against the Vikings
- K1.13. The formation of England as a nation
- L1.14. Why 10<sup>th</sup> century England can be seen as a Golden Age

### **Norman England**

- K2.1. The political context of England at the death of Edward the Confessor
- K2.2. The claims to the throne of Harold Godwinson, William the Conqueror and Harald Hardrada
- K2.3. The Battle of Stamford Bridge, why Harold Godwinson won
- K2.4. The Battle of Hastings, why William the Conqueror won
- K2.5. Why the Bayeux Tapestry is an important artefact from the Norman era
- K2.6. How the Normans established control of England
- K2.7. How the Feudal system ensured Norman control of England
- K2.8. How the Domesday Book ensured Norman control of England
- K2.9. The Norman monarchs that followed William I

### **Medieval Life**

- K3.1. What life was like for a peasant living in a medieval village
- K3.2. The design features of medieval castles, with an understanding of their defensive aims during battle
- K3.3. What technology was developed and used for attacking castles
- K3.4. How castle building advanced
- K3.5. The role of knights in medieval society
- K3.6. The power of the Church in medieval society
- K3.7. The role of religion in everyday life
- K3.8. How was crime punished in medieval England
- K3.9. How did a legal system develop

### **Medieval Kingship**

- Did Henry II kill his own Archbishop of Canterbury Thomas Becket?
- Why did Henry II need to seek forgiveness for the death of Thomas Becket?
- Why was King John forced to agree to the Magna Carta in 1215?
- Why is the Magna Carta still remembered today?
- Why is Edward I remembered as a 'Great and Terrible' King?
- Why was military strength important for 'great' medieval kings?
- How did Henry V win an 'impossible victory' at Agincourt?
- Who was a more successful medieval king: Edward I or Henry V?
- How did Eleanor of Aquitaine and Isabella of France become so powerful?
- Were medieval Queens able to challenge the power of medieval Kings?
- What was the most important quality to be a successful medieval King?

### **The Crusades**

- K6.1. What was the Islamic world like?
- K6.2. The spread of culture and learning in the Islamic World
- K6.3. The first Crusade
- K6.4. How were English Soldiers encouraged to fight in the Crusades
- K6.5. What were the Crusader states?
- K6.6. The siege of Jerusalem by Richard the Lionheart in 1192
- K6.7. the peace agreement between Richard and Saladin
- K6.8. What was life like for a Crusader knight?
- K6.9. The Knights Templar
- K6.10. The end of the Crusades.
- K6.11. Effect of the Crusades on Jews and Muslims.
- K6.12. The spread of ideas and technologies throughout Europe from the Islamic World.

### **Curriculum links to careers**

Archaeologist [K1.3](#)

*Discussing the role of an Archaeologist, and how artefacts inform other types of Historians about people, place, religion and wealth. Using our studies of the discovery of Sutton Hoo in 1939 by Archaeologist Basil Brown, we will use the opportunity to use Unifrog to show students the skills needed and how to access the role of Archaeologist, as well as its linked Careers, such as Archivist and Museum Curator.*

<https://www.unifrog.org/student/careers/keywords/archaeologist>

*Students will then create a fact file on Basil Brown, using the info from Unifrog, information in the media and the Movie 'The Dig'.*

*This will be completed as a homework research activity.*

### **Procedural knowledge**

S1 How to describe key events in history accurately and in detail

S2 How to explain the causes and consequences of an historical event

S3 How to explain the significance of an historical event

S4 How to compare different interpretations of an event or source

S5 How to explain why different interpretations form

S6 How to form judgements on the usefulness and validity of interpretations

S7 How to form independent judgements on issues or enquiries

S8 How to analyse a source for usefulness

S9 How to compare different sources and supporting with reasoning

S10 How to use dates and terminology accurately