

## History Year 7 Long Term Plan

Week/ Lesson	Term	Topic	Knowledge	Skills  Complex activity: Writing genre:
1	Autumn T1	Pre 1066 Migration and skills	<ul style="list-style-type: none"> <li>How historians measure time, definition of immigration, migration</li> </ul>	Authority, feudalism, monarchy, significance, causation, change, inference, imperialism, constitution, culture, economic, propaganda, chivalry, discrimination, reform. <ul style="list-style-type: none"> <li>Chronology</li> <li>Writing a summary</li> <li>Reading material: Sam Willis, Invasion (BBC documentary)</li> </ul>
2			<ul style="list-style-type: none"> <li>Reasons why Celts and Romans migrated to Britain</li> </ul>	<ul style="list-style-type: none"> <li>Causation</li> <li>Reading for a purpose</li> </ul>
3			<ul style="list-style-type: none"> <li>Impact of the Celts and Romans on Britain</li> </ul>	<ul style="list-style-type: none"> <li>Source analysis</li> <li>Writing an inference</li> </ul>
4			<ul style="list-style-type: none"> <li>Reasons why the Anglo-Saxons and Vikings migrated to Britain</li> </ul>	<ul style="list-style-type: none"> <li>Writing a PEE paragraph</li> </ul>
5			<ul style="list-style-type: none"> <li>Impact of Anglo-Saxon and Viking migration on Britain</li> </ul>	<ul style="list-style-type: none"> <li>Significance</li> </ul>
6			<ul style="list-style-type: none"> <li>Importance of Alfred the Great</li> </ul>	<ul style="list-style-type: none"> <li>Significance</li> <li>Reading for a purpose</li> </ul>
7			<ul style="list-style-type: none"> <li>Consequences of Norman invasion</li> </ul>	<ul style="list-style-type: none"> <li>Change and continuity</li> <li>Taking notes</li> </ul>
8			Reteach week	<ul style="list-style-type: none"> <li>Assessment</li> </ul>
9	Autumn T2	Norman Conquest	<ul style="list-style-type: none"> <li>Claimants to the throne, why Britain, and Battle of Stamford Bridge</li> </ul>	<ul style="list-style-type: none"> <li>Writing a PEE paragraph</li> <li>Reading material: Terry Deary, Stormin' Normans</li> </ul>
10			<ul style="list-style-type: none"> <li>Battle of Hastings - why William won</li> </ul>	<ul style="list-style-type: none"> <li>Causation</li> <li>Writing a newspaper article</li> </ul>
11			<ul style="list-style-type: none"> <li>The conquest of England and Harrying of the North</li> </ul>	<ul style="list-style-type: none"> <li>Source analysis/ interpretation</li> </ul>

12			<ul style="list-style-type: none"> <li>Norman castle building - different types of castles and their uses</li> </ul>	<ul style="list-style-type: none"> <li>Source analysis/ historical site study</li> <li>Writing an inference</li> </ul>
13			<ul style="list-style-type: none"> <li>The Domesday Book and feudal system</li> </ul>	<ul style="list-style-type: none"> <li>Significance</li> <li>Reading for a purpose</li> </ul>
14		<b>Reteach week.</b>		
15		<b>Norman Conquest</b>	<ul style="list-style-type: none"> <li>Impact of Norman rule</li> </ul>	<ul style="list-style-type: none"> <li>Change and continuity</li> </ul>
16	<b>Spring T1</b>	<b>The Middle Ages</b>	<ul style="list-style-type: none"> <li>Murder of Thomas Becket</li> </ul>	<ul style="list-style-type: none"> <li>Significance mini enquiry</li> <li>Reading for a purpose and writing notes</li> </ul>
17			<ul style="list-style-type: none"> <li>Magna Carta</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
18			<ul style="list-style-type: none"> <li>Origins of Parliament - the First Parliament, Simon de Montfort</li> </ul>	<ul style="list-style-type: none"> <li>Significance</li> </ul>
19			<ul style="list-style-type: none"> <li>Black death - short-term and long-term impact</li> </ul>	<ul style="list-style-type: none"> <li>Cause and consequence mini enquiry</li> </ul>
20			<ul style="list-style-type: none"> <li>Peasants' revolt causes and events</li> </ul>	<ul style="list-style-type: none"> <li>Reading material: Dan Jones: Summer of Blood: the Peasants' Revolt</li> <li>Writing for purpose: evaluation</li> </ul>
21	<b>Spring T2</b>	<b>Middle Ages</b>	<ul style="list-style-type: none"> <li>Peasants' revolt sources and impact</li> <li>Law and order in the Middle Ages</li> </ul>	<ul style="list-style-type: none"> <li>Source analysis</li> <li>Writing inferences</li> </ul>
22				<ul style="list-style-type: none"> <li></li> </ul>
23		<b>Reteach week</b>		<ul style="list-style-type: none"> <li></li> </ul>
24		<b>Middle Ages</b>	<ul style="list-style-type: none"> <li>Crusades</li> <li>Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Source analysis and interpretation</li> <li>Writing a judgement</li> </ul>
25				
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27	<b>Summer T1</b>	<b>The Reformation</b>	<ul style="list-style-type: none"> <li>Religious beliefs in the Middle Ages and criticisms of the Catholic church in 1500</li> </ul>	<ul style="list-style-type: none"> <li>Significance mini enquiry</li> <li>Writing a judgement</li> </ul>
28			<ul style="list-style-type: none"> <li>Protestant beliefs, Martin Luther, Henry's 'Great Matter'</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
29			<ul style="list-style-type: none"> <li>1530s - Break from Rome, dissolution of the monasteries, pilgrimage of Grace</li> </ul>	<ul style="list-style-type: none"> <li>Reading material: Eamon Duffy - The Stripping of the Altars</li> </ul>
30			<ul style="list-style-type: none"> <li>Reformation under Edward VI</li> </ul>	<ul style="list-style-type: none"> <li>Change and continuity mini enquiry</li> <li>Writing about change over time</li> </ul>
31			<ul style="list-style-type: none"> <li>Mary I - counter-Reformation</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation</li> </ul>

			<ul style="list-style-type: none"> <li>• Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• John Guy - Tudor England</li> </ul>
32			<ul style="list-style-type: none"> <li>• Elizabethan settlement</li> </ul>	<ul style="list-style-type: none"> <li>• Significance</li> </ul>
33	Summer T2	Mughul India	<ul style="list-style-type: none"> <li>• How did the Mughuls conquer India</li> </ul>	<ul style="list-style-type: none"> <li>• Significance</li> </ul>
34			<ul style="list-style-type: none"> <li>• Does Akbar deserve the title "the Great"</li> </ul>	<ul style="list-style-type: none"> <li>• Similarity and difference</li> <li>• Key individual</li> <li>• Source analysis</li> </ul>
35			<ul style="list-style-type: none"> <li>• Does Akbar deserve the title "the Great"</li> </ul>	<ul style="list-style-type: none"> <li>• Key individual</li> <li>• Similarity and difference</li> <li>• Source analysis</li> <li>• Writing a judgement</li> <li>• British values: equality</li> </ul>
36			<ul style="list-style-type: none"> <li>• Who was the greatest Mughal emperor?</li> </ul>	<ul style="list-style-type: none"> <li>• Change and continuity</li> <li>• Writing inferences</li> <li>• Reading for a purpose</li> </ul>
37			<ul style="list-style-type: none"> <li>• Who was the greatest Mughal emperor?</li> </ul>	<ul style="list-style-type: none"> <li>• Change and continuity</li> <li>• Writing inferences</li> <li>• Reading for a purpose</li> </ul>
38			<ul style="list-style-type: none"> <li>• Who was the greatest Mughal emperor?</li> </ul>	<ul style="list-style-type: none"> <li>• Change and continuity</li> <li>• Writing inferences</li> <li>• Reading for a purpose</li> </ul>
39			<ul style="list-style-type: none"> <li>• Henry Every: An enemy of all mankind?</li> </ul>	<ul style="list-style-type: none"> <li>• Significance</li> <li>• Key individual</li> </ul>

### The KSA History curriculum aims to develop the following:

- **Historical Knowledge:** improving substantive knowledge, recall and increasing wider chronological awareness.
- **Thinking Historically:** helping students to progress in making sense of the 'substance' of history with application of second-order historical concepts
  - *cause and consequence,*
  - *change and continuity,*
  - *similarity and difference*

- *significance*

Understanding these concepts will allow students to use historical sources and interpretations to analyse and evaluate how the past has been constructed and interpreted in different ways.

- **Writing Historically:** Students will develop the ability to write like a historian in a range of small, medium and extended responses to specific enquires.