

Humanities Department (History)

Year 7

Topic: What is history?

Learning Journey

Prior learning: This is the first unit of year 7 and as such there is no prior learning that has taken place at KS3. A baseline test will be sat at the start of the unit to help ascertain the level of historical knowledge and understanding acquired at KS2.

Learning sequence – What is History?						Endpoint
Main learning steps	Students are introduced to the subject of history and the key topics which make up the discipline.	Students undertake a brief study on how we measure time and the concept of chronology.	Students use sources and evidence to explore key historical questions with regards to a historical mystery.	Students are introduced to the concept of cross referencing sources through the historical mystery, and considering and the importance of not relying on just one source for information.	Students explore the idea of reaching conclusions based on available evidence and considering how certain we can be when reaching these conclusions.	Students will begin to understand what the study of history entails and be familiar with some of the key skills and themes that underpin the discipline. .
Assessment	Students will complete a short baseline test with questions focused on KS2 curriculum to see what they have					Baseline

	<p>learnt. This will assess their knowledge of place, terminology as well as skills and literacy. Marked by subject teacher to determine baseline descriptor.</p>					
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Where will we use these ideas again: *The historical skills studied in this unit will be referenced throughout the KS3 and KS4 curriculum.*

Prior learning: *This is the first **knowledge** unit of year 7 and as such the only prior learning intro to history. Students have been introduced to source skills, so this will begin to help them throughout all future units.*

Humanities Department (History)

Year 7

Topic: 1066 and the Norman Conquest

Learning Journey

Learning sequence – 1066 and the Battle of Hastings							Endpoint
Main learning steps	Students will be introduced to the context of England during the Medieval era. What it may have looked like and how life may have been for people.	Students will consider how the monarchy operates, and the concept of how a crown may pass from one to another, comparisons will be made to 1066.	Students will evaluate the strengths and weaknesses that each claimant had to the throne of England.	Students will explore the challenges facing Harold Godwinson in trying to maintain power and control in England whilst dealing with the potential threats from abroad.	Students will identify and categorise the different factors as to why William won the Battle of Hastings. Some will be able to link and prioritise factors in order of importance.	Students will investigate how William was able to establish full control over England using fear, terror and the Feudal system.	Students will have developed an understanding of the changes of 1066 and beyond. They will have also been introduced to essay writing skills, including structuring paragraphs, evaluation and analysis.
Assessment	Students complete an essay style explain question on why William won the Battle of Hastings	.		Formative assessment: Students practice writing P.E.E paragraph on who should be king? Peer assessed			Essay question on reasons why William won the Battle of Hastings. To be completed in exam conditions and teacher marked with feedback sheet

Where will we use these ideas again: The historical skills of essay writing, including structuring paragraphs, evaluation and analysis will be used and repeated throughout the KS3 and KS4 curriculum.

Humanities Department (History)

Year 7

Topic: The Crusades & the Islamic World

Learning Journey

Learning sequence – The Crusades & the Islamic World							Endpoint
Main learning steps	Students will learn the context of the Islamic empires in the 8 th to 11 th Century and understand the importance of this era and region in terms world history and links to their history and culture.	Students will consider the cause of the First Crusade by learning about the Byzantine Empire and understand why its decline was seen as a threat in the West.	Students will understand and be able to explain why people joined the Crusades and analyse their motives.	Students will explore the chronology of the First Crusade and use a historic map as a source to help sequence events. They will also be introduced to the concept of source utility and understand the strengths and weaknesses of	.	Students will investigate the context of the Kingdom of Jerusalem and understand how Western Europe was influenced by its links with the Islamic World. They will consider the importance of the roles played by Saladin and Richard I.	Students will have developed an understanding history of the “Near East” and the links between the Islamic World and the Christian World in the Middle Ages. They will practice looking at causation, writing explanations

				different sources.			and looking at and using sources to help understand historical events.
Assessment			Students will complete formative knowledge assessment with true or false questions.		Students will complete formative assessment on inference skills (in preparation for Black Death assessment.)		Summative knowledge / recall assessment, students will complete a knowledge test, which will initially be peer assessed and checked by the teacher.

Learning sequence – The Black Death and The Peasants Revolt.							Endpoint
Main learning steps	Students will explore the causes and symptoms of the Black Death	Students will know what medieval people did to prevent, avoid and treat the Black Death and understand why they	Students will know what medieval people did to prevent, avoid and treat the Black Death and understand why they	Students explore the lives of peasants after the Black Death	Students will identify and prioritise the causes of the peasant’s revolt.	Students will assess the consequences of the Peasants revolt.	Students will have developed an understanding of the Black Death, its causes, symptoms, treatments and

		thought these measures would work.	thought these measures would work.				the short term and long-term consequences that led to the peasant's revolt.
Assessment		.	Formative assessment is part of Crusades unit.				Students will complete an inference style assessment exploring source analysis skills on the Black Death. This will be marked and assessed by their teacher.