

History Year 7 Curriculum Map



YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	<p><u>Enquiry: Were economic benefits the main motivation for migration to Britain?</u></p> <p>Composite: To learn about the different settlers who have come to Britain throughout history and their impact.</p> <p>Component 1: To consider reasons why people migrate. To study 'Cheddar Man' and what his discovery tells us about the earliest inhabitants of Britain.</p> <p>Component 2: To identify the earliest settlers in Britain and what Bronze Age artefacts tell us about the settlers.</p> <p>Component 3: To consider reasons for the Roman invasion of Britain.</p> <p>Component 4- The impact of the Roman rule on Britain.</p> <p>Component 5: How can the Anglo-Saxons be seen as the founders of England?</p> <p>Component 6: Interpretations of the Viking settlers.</p> <p>Component 7: The experience of African settlers in Britain between 1500-1600.</p> <p>Component 8: Reasons for the migration of the Huguenots and the consequences of this migration.</p> <p>Component 9: The reasons for Irish migration and its impact on Liverpool.</p> <p>Component 10: Experience of Jewish migrants between 1200-1880 in Britain</p>	<p><u>Enquiry: What has been the impact of foreign settlers on Britain?</u></p> <p>Composite: To further develop knowledge about the different groups that migrated to Britain.</p> <p>Component 1: The experience of Caribbean settlers in Britain after World War Two.</p> <p>Component 2: Consideration of the reasons why people from India and Pakistan migrated to Britain.</p> <p>Component 3: Consolidation of the reasons why groups throughout history have migrated to Britain.</p> <p><u>Enquiry: How did a French duke take control of England in 1066?</u></p> <p>Composite = understand how William of Normandy became king of England</p> <p>Component 1 = background to the invasions of 1066 – the claims of the three rivals to the English throne (Harold Godwinson, William of Normandy, Harald Hardrada)</p> <p>Component 2 = how events in 1066 unfolded up to the Battle of Hastings (October 14th, 1066)</p> <p>Component 3 = the key stages of the Battle of Hastings and evidence from the Bayeux Tapestry</p> <p>Component 4 = written and pictorial evidence about how Harold died</p> <p>Component 5 = consolidating power through the building of motte and bailey castles; key features of motte and bailey castles</p> <p>Composite 6= how did William deal with rebellions – the causes and consequences of the Harrying of the North</p> <p>Component 7 = changes in castle design from motte and bailey to concentric castles</p> <p>Component 8 = challenges to the monarchy: King John and Magna Carta</p>	<p><u>Enquiry: what was the biggest impact of the Black Death?</u></p> <p><u>Composite = learn about health and medical beliefs in the Medieval period</u></p> <p>Component 1: Using source material to explain why so many people were buried under Charterhouse Square in London.</p> <p>Component 2: to examine Medieval understanding of the causes and methods of treatment of illness.</p> <p>Component 3: Carers for the sick in the Middle Ages.</p> <p>Component 4: Consequence of the Black Death.</p> <p>Component 5: key stages of the Peasant's Revolt</p> <p>Component 6: Consequences of the Peasants Revolt</p> <p>Component 7: Should the Black Death be studied?</p>	<p><u>Enquiry: How did events in Germany lead to religious change in Tudor England?</u></p> <p>Composite: understand how the Tudor family affected religious change in England</p> <p>Component 1: Use of written and picture sources to establish what Henry VIII was like.</p> <p>Component 2: German reformation</p> <p>Component 3: to detail the changes to churches by Henry VIII.</p> <p>Component 4: to consider how successful Edward VI was at ruling England.</p> <p>Component 5: Analysis of sources to determine whether Mary I deserves the title, 'Bloody Mary'.</p> <p>Component 6: Analysis of portraits of Elizabeth to determine messages hidden within.</p> <p>Component 6: Elizabeth's religious settlement</p> <p>Component 7:</p> <p><u>(Unit is currently being reviewed for 2022)</u></p>	<p><u>Enquiry: How did events in Germany lead to religious change in Tudor England?</u></p> <p>Composite: understand how the Tudor family affected change in England</p> <p>Component 1: Religious Changes under the Tudors</p> <p>Component 3: Tudor Liverpool – Speke Hall</p> <p><u>Enquiry: Why was King Charles I executed by his own people?</u></p> <p>Composite: To understand why England went to war with itself and the impact on England</p> <p>Component 1: The causes of the English Civil War</p> <p>Component 2: the key features of both the Royalist and Parliamentary army.</p> <p>Component 3: An examination of the key battles of the English Civil War.</p> <p>Component 4: Liverpool and the English Civil War – Prince Rupert's Tower and the Liverpool Siege.</p> <p>Component 5: Considers the importance of Oliver Cromwell in Parliament's victory.</p>	<p><u>Enquiry: Why was King Charles I executed by his own people?</u></p> <p>Composite: To understand why England went to war with itself and the impact on England</p> <p>Component 1: The execution of Charles I.</p> <p>Component 2: Cromwell: Hero or Villain?</p> <p>Component 3: A world turned upside down?</p> <p>Component 4: The restoration of the English monarchy</p>

Prior knowledge and skills (from previous year / key stage)	Pupils may have studied migration and the Romans at KS2. Skills may include chronological organisation; use of the appropriate historical terms such as dictator; causation and results of events; attach significance to an event or person.	Pupils may have studied the Battle of Hastings. Skills may include chronological organisation, use of appropriate terms (Medieval, knight); causation and results of events; continuity and change over time.	Pupils may have studied the Black Death and monks. Skills may include chronological organisation; use of the appropriate historical terms such as monastery and plague; change and similarities over time.	Pupils may have studied the Tudors, Henry VIII and/ or Elizabeth I. Skills may include chronological organisation; use of the appropriate historical terms such as monarch; causation and results of events; attach significance to an event.	Pupils may have studied Henry VIII and his wives. Skills may include chronological organisation; use of the appropriate historical terms such as monarch; causation and results of events; attach significance to an event.	Pupils may have studied King Charles. Skills may include chronological organisation; use of the appropriate historical terms such as monarch; causation and results of events; attach significance to an event.
Core Knowledge Organiser content	Keywords and definitions Timeline of key events	Keywords and definitions Timeline of key events	Keywords and definitions Timeline of key events	Keywords and definitions Timeline of key events	Keywords and definitions; timeline of key events	Keywords and definitions; timeline of key events
Vocabulary / Key Subject Terminology	Migrant, push and pull factor, discrimination, persecution, famine, unemployment, minority, migration	Armour, Bailey, Castle, Cavalry, Chainmail, Concentric castle, Drawbridge, Feudal, Harold Godwinson, Harold Hardrada, Heir, Invasion Knight, Moat, Monarch Motte, Nobility, Normandy, Peasant, Tapestry, William of Normandy	Barber surgeon, Black Death, Bleeding, Buboes, Cess-pit, Christianity, Epidemic, Fever, Four Humours, Healer, Lavender, Leprosy, Miasma Monastery, Monk, Plague, Priest, Sewage, Supernatural ideas, The Pope, Trained physician	Act of Supremacy Annulment, Affair, Cardinal Wolsey, Consummate, Dissolution, Parliament, Protestant, Reform, Reformation, Statute Law, Thomas Cromwell, Monastery, Valor ecclesiasticus, Act of Succession, Execution, Treason	Cannon, Cavaliers, Cavalry, Civil War, Dissection Divine Right, Execution King Charles, Musket, New Model Army, Oliver Cromwell, Parliament, Parliamentarians, Pike, Roundheads, Royalist Treason, Tyrant,	Reformation, hero,
Cross Curricular Links with other Faculties	RE – Racism and Extremism PSHCE: Democracy BV: Democracy	RE – just war PHSE – democracy and the power of Parliament BV = democracy = rule by monarchy BV = Feudal system = individual liberty BV = Magna Carta = individual liberty, democracy	RE = faith and the healing power of God Science = germs and the cause of disease BV = belief in God and the influence of religion over people’s lives e.g. medicine = mutual respect	RE = Christian denominations, Roman Catholicism, Catholicism, Protestantism: beliefs and differences	English – divine right of kings as in Shakespeare text RS – was the Civil War a just war; justice and morality of execution PHSE = role of Parliament BV = democracy – causes of the Civil War BV = individual liberty – treatment of civilians during war	BV = rule of law – execution of King Charles BV = democracy and rule of law – the rule of Cromwell
Extra-Curricular Offer	Keywords and definitions; timeline of key events	Keywords and definitions; timeline of key events	Keywords and definitions; timeline of key events	Keywords and definitions; timeline of key events	Keywords and definitions; timeline of key events	Keywords and definitions; timeline of key events
Time Allocation	Year 7, three lessons per fortnight	Year 7, three lessons per fortnight	Year 7, three lessons per fortnight	Year 7, three lessons per fortnight	Year 7, three lessons per fortnight	Year 7, three lessons per fortnight

