



Year 7 curriculum – 2024-2025

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	Autumn Term			Spring Term		Summer Term	
	HT1	HT2	HT3	HT4	HT5	HT6	Topic3
Key Concepts	<p>Why did the Romans invade? To understand how the Romans invaded Britain and ruled through a successful army. This legacy also included many concepts that are still very important today such as systems of laws and government, architecture, and language.</p>	<p>Why did William win the Battle of Hastings? To understand how the Anglo-Saxon rule of England came to an end and was replaced with the Normans, ultimately leading to the face of Britain changing. Students shall know and understand history as a coherent and chronological narrative moving forward from 1066. This is because 1066 is a significant turning point in our nation's historical timeframe. Students will explore the legacy of the Norman rulers and political change in Britain. The theme of power, with a focus</p>	<p>How did the Normans change England? Carrying on from Romans, understanding that settler groups invaded Britain which will help students in year 11. The study of the Normans also has local links, for example, Durham Cathedral and Harrying of the North. This will lay the foundations for students who will need the knowledge for GCSE History.</p>	<p>Why was Medieval England so bloody and gruesome? To understand why Medieval life is known for being hard, violent, and short. Students are then introduced to the second-order concept of change with their study of how the Black Death affected the balance of power in medieval society. Students will learn and understand life in medieval society, the nature of government, and the importance of the Church in this period. To develop a keen sense of how different and yet similar people experiences of the past could be in. Students will be provided with a spotlight</p>	<p>How terrible was the Tudor period?. To understand the long-lasting religious, social, and economic changes during the Tudor period to help with chronological understanding and how the church is how it is today. Students shall understand historical perspectives on gender roles, societal expectations and how they evolved over time. The study of the reign of Henry VIII's children develops the link between power and religion and allows pupils to explain the causes of the Religious Rollercoaster that took place during the Tudor period.</p>	<p>What challenges did Elizabeth I face in England? To understand the reign of someone who is often regarded as one of England's greatest monarchs and the challenges she faced along the way as a female ruler, particularly of the question of marriage and succession.</p>	<p>Why was Stuart England turbulent? To understand what life was like under the reign of Elizabeth's successor, James I, and the challenges he faced, again students shall look at the theme of power and revolution. This topic introduces the concept of civil war and terrorism which students shall look at later on in the course.</p>



		on the second order concept of causation shall be focused on.		on everyday life as well as the big socio-economic and political issues of the time			
Knowledge & Understanding (National Curriculum) <i>Skills are across the whole year.</i>	<p>National Curriculum: Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local, and world history so that it provides a well-informed context for wider learning.</p> <p>KEY CONCEPT: Colonialism Students will begin by examining how and why the Romans managed to invade Britain as well as why their army was so successful.</p> <p>Students will then begin to look at the Romans in the North East and why the particular was such</p>	<p>National Curriculum: pupils should be taught about the development of Church, state and society in Medieval Britain 1066-1509 (The Norman Conquest)</p> <p>Key concept: Colonialism</p> <p>Students will begin by looking at the succession crisis of 1066, closely examining each claimant to the throne.</p> <p>Students will then move onto learning about the Battle of Stamford Bridge and what impact this ultimately had on Harold Godwinson's</p>	<p>National Curriculum: pupils should be taught about the development of Church, state and society in Medieval Britain 1066-1509 (The Norman Conquest)</p> <p>Key concept: Colonialism and social change in Britain</p> <p>Students will learn about how William controlled England as the new King. Students will examine the development of</p>	<p>National Curriculum: pupils should be taught about the development of Church, state and society in Medieval Britain 1066-1509 (society, economy and culture; the Black Death and its social and economic impact; the Peasant's Revolt)</p> <p>Students will begin by being introduced to everyday Medieval life, focusing on the most common but albeit worst jobs that existed. Students will then move into looking at the key characteristics of Medieval towns and villages and shall also look at Religion. This will lay the foundations for looking at public health at KS4. It also allows students to build a deeper knowledge of</p>	<p>National Curriculum: pupils should be taught about the development of Church, state and society in Medieval Britain 1509-1745 (Henry VIII to Mary I).</p> <p>Pupils will have an overview of Henry VII, Henry VIII, Edward , Lady Jayne Grey, and Mary I Elizabeth. Students will study their impact and have the opportunity to reflect to previous monarchs earlier in the year in their AP2 to decide who had the greatest impact.</p> <p>Skills: Interpretations Analysis Reaching a sustained judgement Source work</p>	<p>National Curriculum: pupils should be taught about the development of Church, state and society in Medieval Britain 1509-1745 (society, economy and culture)</p> <p>Students will study key parts of Elizabeth's reign and how she came to be seen as the people's 'Gloriana'. Students will examine key challenges Elizabeth faced throughout her reign and how she overcame them such as her controversial stance on marriage as a female monarch; potential threats to her throne; religious issues within Britain; and the threat of the Spanish Armada.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Analysis • Weighing up evidence • Forming a sustained judgement • Chronology 	<p>National Curriculum: pupils should be taught about the development of the Church, state, and society in Medieval Britain 1509-1745 (society, economy, and culture; the causes and events of the civil wars throughout Britain.</p> <p>Students will study an overview of James I's rule and the key challenges he faced, most notably the Gunpowder Plot and the English Civil War. Students shall also be introduced to the ideas of Divine right of Kings, but also how the idea that monarchy can be threatened and challenged.</p>



	<p>as hotspot. Pupils will look at local elements such as Hadrian's Wall as well as what else the Romans did for Northerners.</p> <p>Skills: Chronology. Source analysis. Debate/ reasoning and creating a for and against argument, concluding and making a judgement.</p>	<p>army at the Battle of Hastings in the next lesson.</p> <p>Students will then lastly spend some time weighing up evidence that contributed to William's victory at Hastings, ultimately deciding the main reason for his win.</p> <p>Skills: Creating an argument, forming a sustained judgment, chronology, analysis and evaluation.</p> <p>Brought to life with the corridor display pupils will spend a lesson analysing the huge Bayeux tapestry display in the corridor.</p>	<p>Motte and Bailey castles, the introduction of the Feudal System and the Domesday Book, as well as his use of terror looking at the Harrying of the North as a case study.</p> <p>Skills: Creating an argument, forming a sustained judgment, chronology, analysis, and evaluation. Cross circular link with maths. chronological</p>	<p>social, political, and economic history encompassing all those key areas.</p> <p>Skills: Examining and categorising information Analysis, Working with sources Cause and consequence</p>			
<p>Skills</p>	<p>R Develop RESILIENCE</p>				<p>★ <i>Tackling challenging extended writing tasks using the 4-5-1 rule in a timely manner and incorporating complex subject specific vocabulary.</i></p>		



	A Possess AMBITION				★ <i>Regular use of curriculum checkpoints where students are expected to respond to feedback in a timely manner as well as responding to think pink boxes.</i>		
	I Demonstrate INTEGRITY				★ <i>Taking responsibility for all work produced within lessons. Demonstrating and upholding strong moral and ethical values when learning about particular topics throughout the year.</i>		
	S Embed Self-Discovery				★ <i>Regular 30 minute homework tasks which students are expected to engage in. As well as this, students have access to a wider reading list to further bolster their understanding of topics.</i>		
	E Display EMPATHY				★ <i>Understanding and having compassion when learning about more complex and ethically challenging topics such as slavery, treatment of groups in Nazi Germany etc.</i>		
Curriculum Links	The study of the Romans will also be focused on the North East to allow students to gain an understanding of local elements before 1066. Students will have some understanding from primary school of aspects such as basic Roman life, we hope to build on this knowledge and	The topic allows students to further develop their understanding of key themes such as social and economic which are visited throughout the year. This will lay the foundations for students who will need the knowledge for GCSE History.	This topic will provide the foundations for understanding the economic, political and social position of the Normans. Fundamental knowledge for GCSE history. The study of the Normans also has local links, for example,	Students shall make links with medieval religion and RE by considering its impact. The theme of revolt will be looked at during the Peasant revolt, then again with Suffragettes and Harriet Tubman in year 8.	Students shall again build on themes such as power, revolt and conflict for example the Pilgrimage of Grace. It is important to introduce topics that challenge student misconceptions and develop critical thinking about race, diversity and economic, cultural and religious differences for example students shall study	Building on prior concepts of political, economic and social history	Introduces the idea of republicanism. Local links can also be made with the English Civil War. Looking at change/continuity comparing life before and after the English Civil War. Again, building on prior concepts of political, economic and social history. It will enable students to draw connections and



	bridge the gap. For any primary schools that did not study this, it offers an opportunity to be at the same point as their peers. It also covers all elements of history, warfare, political, economic, and social.		Durham Cathedral and Harrying of the North			Black Tudors. Such themes will again be looked at in year 8 and 9, such as : The Holocaust; Black Civil Rights; Suffragettes; the dropping of the atomic bomb; troop behaviour in Vietnam; Vietcong - freedom fighters or terrorists?		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.
Assessment	Baseline test: Chronological skills, time periods, source work and looking at the significance of Roman Influence.	Students will have some understanding of Roman army tactics and can compare these to Norman tactics as well as understanding about Anglo-Saxon life from Primary school. Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year. "What was the main reason William won at Hastings?"	Topic to be assessed on AP1 as well as topics from throughout the year	Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year. Creative task: students create their own 'history book'. How should we remember Medieval England?	Topic to be assessed on AP 2 as well as topics from throughout the year	Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year. Question on the Spanish Armada in AP2. Why did the Spanish Armada Fail?	Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year. Who was the greater monarch?	



Aspirations & Careers

Studying History provides students with many transferable skills which are invaluable to any workplace they may find themselves going into. History provides students with critical reasoning and analytical skills, including the capacity for problem solving and to think creatively. Intellectual rigour and independence, including the ability to write confidently will make them well-equipped for future careers. Students will also develop the ability to construct an argument and communicate findings in clear and persuasive manner.

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