

In year 7 we teach the following modules over the course of the year. Each module draws on prior learning from KS2 and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

Торіс	Rationale	Knowledge acquisition To know That How to	Key vocabulary	Skills and enrichment
What is History?	Key terms and knowledge will be taught which appear throughout the study of History in all key stages. An understanding of what processes and skills are needed to develop an idea of what History is will be explored.	<ol> <li>use time measurement</li> <li>to construct a timeline</li> </ol>	Seconds, minute, hour, day, week, fortnight, month, year, decade, century, millennium, units, before Christ, anno domini. Chronology, historian, timeline,	Scaled timelines; measurement; categorisation of sources; comparisons; judgements;
		<ol> <li>What the different types of sources are</li> </ol>	Construct         Primary, secondary, visual, written, oral, artefact, source	Numeracy: timelines, chronology, units of time Literacy: Key historical terms-
		4. how to use sources?	Disaster, Spinney.	Chronology, evidence, source, bias, significance
		5. What makes a source biased How historians use interpretations	Biased, facts, opinions, evidence, interpret	Cultural capital: local history, knowledge of the school and area
	Links to KS2 learning: understand historical concepts, gain and deploy historically grounding abstract terms			Links to national curriculum: understand historical concepts, understand methods of historical enquiry, local history study



Romans	Understand methods of historical enquiry Ladders towards: KS3 and KS4 historical knowledge and understanding Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
How civilised were the Romans?	Facilitating student knowledge regarding its establishment, critical events, methods of control and legacy of the Roman Empire, across Europe and in Britain, enabling students to make judgements about the 'civility' of the ancient Romans.	<ol> <li>The story of Romulus and Remus (the differences between a fact and a myth/legend, the identity of Romulus and Remus, the events of the story, the disagreement between the brothers and the consequences of their actions) How to use sources to understand historical events.</li> </ol>	Romulus and Remus, Fact, Myth/Legend Rome, differentiate, tradition, evaluate	<ul> <li>Using chronology</li> <li>Source analysis</li> <li>Evaluating significance</li> <li>Examining causes and consequences</li> <li>Numeracy: Chronology</li> <li>Literacy: Etymology of Roman</li> </ul>
		<ol> <li>The Roman Empire (the identity of critical Emperors, the reasons for wanting an Empire, the countries that made up the Empire, the advantages and disadvantages of the Empire)</li> <li>How to compare and contrast different factors.</li> <li>The Roman Army (the use of the army to achieve the Empire, organisation into legions,</li> </ol>	Empire, Emperor, Borders, factor, identify, affect Legion , Centurion, Organisation, Tactics, Weapons, Discipline, Auxiliary soldiers, category, factor, identify	words now in use, extended writing Reading: reading and comprehending sources Cultural capital: Local history, links to Roman history of Newcastle and the North East, women in history



Links to Key Stage two history: Know and understand the history of these islands, understand the nature of ancient civilisations, The Roman empire and its impact	<ul> <li>formations, discipline and rewards <ul> <li>and why each element made the</li> <li>Roman Army successful)</li> <li>How to compare and contrast different factors.</li> </ul> </li> <li>4. The Key features of a Roman town (key features typical of a Roman town across different classes within society)</li> <li>How to utilise guided reading sheets.</li> </ul>	Roads, Entertainment ,Temples/worship, identify	Links to the national Curriculum: The story of the islands as a chronological study, significant aspects of the wider world i.e. ancient civilisations, expansion and dissolution of empires, local history
Ladders towards: -Change and continuity in Britain - Studies of power in Britain	<ol> <li>To know improvements to public health used by the Romans (methods used by the Romans to improve the public health of towns through sanitation and inventions) How to compare and contrast different factors in order to reach a judgement.</li> </ol>	Aqueduct, Sewers and public toilets, concept, policy, significant	
	6. To know details regarding the Roman invasion of England (the reasons for invading England, establishment of Roman settlements, examples of changes to Britain brought by the Romans, consequences of the invasion (positive and negative) for the British people and the Romans) How to use sources and interpretations to gather information.	Invasion, Settlements, Inventions, factor, culture, affect	



		<ul> <li>7. To know how Boudicca rebelled against the Romans (causes of the rebellion, Boudicca's identity within British society, key events and consequences for the British people and the Romans)</li> <li>How to analyse the utility of a source.</li> <li>8. To know the importance of Hadrian's Wall (who built it, why it was built (its importance as a defensive feature), when it was built, the physical aspect of the wall, what everyday life on the wall was like)</li> <li>How to categorise information.</li> <li>9. To know how the Roman Empire</li> </ul>	Rebellion, Boudicca, tradition, culture Hadrian's Wall, Mile castle, Emperor Hadrian, significance,	
		collapsed (causes of the fall of the Empire, events of the fall of the Empire, consequences of the fall of the Empire) How to compare and contrast different factors in order to reach a judgement.	Augustulus, Barbarians, category, factor, conclude, inevitable, evaluate	
Торіс	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
How did William maintain control of England?	1066 is a crucial turning point in English History and marks a	<ol> <li>To know the Contenders to the throne</li> <li>Who were the claimants?</li> </ol>	Heir, leadership, Edward the Confessor, William of Normandy, Harold Godwin, Harald Hardrada, Edgar Atheling, Tostig, oath of loyalty, evaluate	Chronology, cause and consequence, change and continuity, similarity and difference, inference,



time of major social, economic and political changes.• What was their claim to the throne?evaluation, analysis, critical thinking, oracy, literacyLinks to Key Stage two learning on: Chronological study of the islands, change and continuity, The Viking and Anglo-Saxon struggle for the Kingdom of England to 1066.2. To know William's methods of control. • Domesday Book • Demesday Book • TerrorBayeux Tapestry, short term, long term, interpretation, housecarls, fyrd, archers, cavalry, mercenary, knights, Stamford Bridge, Pevensey, Senlac Hill, context, category, factor, evaluate, primary, source, interpret, concludeWumeracy: Chronology Literacy: extended writing, etymology of key words, spelling and definition tests as homeworkI adders to: -Changing nature of power3. To know William's methods of control. • Domesday Book a judgement.Motte and bailey, stone keep, feudal system, hierarchy, homage, Domesday Book • TerrorMotte and bailey, stone keep, feudal system, hierarchy, homage, Domesday Book • TerrorNote and variety of historical sources to practice making a judgement.Motte and bailey, stone keep, feudal system, hierarchy, homage, Domesday Book, tax, tithe, rebellion, terror, Harrying of the North, evaluateLinks to the national Curriculum: Change and continuity, significance, chronological anarative, The development of the Church, State and society in					
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Medieval Britain					Medieval Britain

Торіс	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Who had	Students to	1.how important religion was in Medieval	Heaven, hell, Doom painting,	<ul> <li>Change and continuity</li> </ul>
the most	understand the	England	Christian, sin, analyse, significant,	Cause and consequence
power in	changing nature		source, primary, affect, context,	<ul> <li>Source analysis</li> </ul>
Medieval	of power.		concept	<ul> <li>Interpretations</li> </ul>
England?		2. the role of monks and nuns	Monk, Nun, monastery, convent	Significance
				C



Links to Key Stage two learning on:	3. what was the role of the Knight?	Page boy, Knight, squire, battle, war, tournaments, land owners, chivalry, concept, culture	<ul><li>Explanation</li><li>Comparison</li></ul>
historical concepts i.e. change and continuity, prior KS3 learning on the Normans	<ul> <li>4. what happened to Thomas Becket and what it tells us about power in the Medieval period</li> <li>5.why control of the Holy Land was important</li> </ul>	Thomas Becket, King Henry II, power, Archbishop of Canterbury, Church court, excommunicate Holy Land, Crusade, Infidel, Christian, Jew, Muslim, Pope, Pilgrim, Jerusalem, define, culture, context	Numeracy: Chronology Literacy: extended writing, etymology of key words, spelling and definition tests as homework, understanding of religious terms
<u>Ladders to:</u> Life in Medieval	6. The Crusades- Who was involved?	Crusader, Knight, Richard I, Saracen	Reading: reading and
England, changing nature of power in England	7. The Crusades- Why did people go to fight?	Religion, belief, Pope, King, Holy Land, category, source, primary,, context, interpret, differentiate	comprehending sources Cultural capital: Links to current
	8. The Crusades- What happened?	Saladin, Jerusalem, First Crusade, Third Crusade, Siege	day democracy, links to current religious views and ideas
	9.The role of women on the Crusades		Links to the national Curriculum:
	10. Why was the Magna Carta made?	Magna Carta, Baron, King, Peasant, rights, responsibilities, freedom	Change and continuity, significance, chronological
	11.What was the importance of the Magna Carta?	Rights, responsibilities, society, Freeman, <mark>significance</mark>	narrative, The development of the Church, State and society in Medieval Britain, the development of Church, State and society in Britain



Торіс	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Why did the peasants	Students to understand the key features of a	1. what life was like in a Medieval village	Peasant; wattle & daub; villein; wooden framework; farming; farm animals.	<ul> <li>Change and continuity</li> <li>Cause and consequence</li> <li>Source analysis</li> </ul>
revolt?	specific period in history – TOWNS And to understand the changing nature of power.	<ul> <li>2. What were the advantages of living in medieval towns?</li> <li>3. What were the challenges to living in a medieval town?</li> <li>4. Why was the Black Death such a big problem? CAUSATION</li> </ul>	Market; townsfolk; fairs; shops; guilds; security, analyse, potential Crime; public health; sewage; sewerage; disease; night soil man Cause; Black Rats; fleas; filth; God; Bad air, identify, factor, affect,	<ul> <li>Interpretations</li> <li>Significance</li> <li>Explanation</li> <li>Comparison</li> <li>Numeracy: Chronology</li> </ul>
	Links to Key Stage Two: -know and understand chronology,	5. Why was the Black Death such a big problem? What happened when it struck?	Symptoms; buboes; vomiting; fever; sneezing;	Literacy: extended writing, etymology of key words, spelling and definition tests as homework, explanation
	understand historical concepts such as	6. Why was the Black Death such a big problem? CONSEQUENCES	Death; jobs; wages, affect, category, factor, significance, conclude	Reading: extended extracts, sources and interpretations, skimming and summary
	change and continuity	7. Why did the peasants revolt in medieval England? CAUSES & EVENTS	Long term; short term; Poll tax; Black Death; wages, identify, factor, category,	Cultural capital: links to current events with pandemics, links to
	<u>Ladders to:</u> Power in Tudor England (year 8)	8. Why did the peasants revolt in medieval England? CONSEQUENCES	Long term; short term; hangings; Poll Tax ended; Villeins – Freemen, evaluate, analyse, significance	power and politics Links to the national curriculum: know and understand a chronological narrative, historical terms, concepts- change and continuity, difference and similiarity