



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.

Topic	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. <u>Links to KS2 learning:</u> understand historical concepts, gain and deploy historically grounding abstract terms	1. use time measurement	Seconds, minute, hour, day, week, fortnight, month, year, decade, century, millennium, units, before Christ, anno domini.	Scaled timelines; measurement; categorisation of sources; comparisons; judgements; Numeracy: timelines, chronology, units of time Literacy: Key historical terms- Chronology, evidence, source, bias, significance Cultural capital: local history, knowledge of the school and area Links to national curriculum: understand historical concepts, understand methods of historical enquiry, local history study
		2. to construct a timeline	Chronology, historian, timeline, construct	
		3. what the different types of sources are	Primary , secondary, visual, written, oral, artefact, source	
		4. how to use sources?	Disaster, Spinney.	
		5. What makes a source biased How historians use interpretations	Biased, facts, opinions, evidence, interpret	



	Understand methods of historical enquiry Ladders towards: KS3 and KS4 historical knowledge and understanding			
Romans	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.	1. 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.	Romulus and Remus, Fact, Myth/Legend Rome, differentiate, tradition, evaluate	<ul style="list-style-type: none"> Using chronology Source analysis Evaluating significance Examining causes and consequences Numeracy: Chronology Literacy: Etymology of Roman 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
		2. 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) How to compare and contrast different factors.	Empire, Emperor, Borders, factor, identify, affect	
		3. The Roman Army (the use of the army to achieve the Empire, organisation into legions,	Legion , Centurion, Organisation, Tactics, Weapons, Discipline, Auxiliary soldiers, category, factor, identify	



<p><u>Links to Key Stage two history:</u> Know and understand the history of these islands, understand the nature of ancient civilisations, The Roman empire and its impact</p> <p><u>Ladders towards:</u> -Change and continuity in Britain - Studies of power in Britain</p>	<p>formations, discipline and rewards – and why each element made the Roman Army successful) How to compare and contrast different factors.</p>		<p>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</p>
	<p>4. The Key features of a Roman town (key features typical of a Roman town across different classes within society) How to utilise guided reading sheets.</p>	<p>Roads, Entertainment ,Temples/worship, identify</p>	
	<p>5. 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.</p>	<p>Aqueduct, Sewers and public toilets, concept, policy, significant</p>	
	<p>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.</p>	<p>Invasion, Settlements, Inventions, factor, culture, affect</p>	



		<p>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)</p> <p>How to analyse the utility of a source.</p>	Rebellion, Boudicca, tradition, culture	
		<p>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)</p> <p>How to categorise information.</p>	Hadrian's Wall, Mile castle, Emperor Hadrian, significance,	
		<p>9. To know how the Roman Empire collapsed (causes of the fall of the Empire, events of the fall of the Empire, consequences of the fall of the Empire)</p> <p>How to compare and contrast different factors in order to reach a judgement.</p>	Legacy, Emperor Romulus, Augustulus, Barbarians, category, factor, conclude, inevitable, evaluate	
Topic	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			Chronology, cause and consequence, change and continuity, similarity and difference, inference,
		<p>1. To know the Contenders to the throne</p> <ul style="list-style-type: none"> Who were the claimants? 	Heir, leadership, Edward the Confessor, William of Normandy, Harold Godwin, Harald Hardrada, Edgar Atheling, Tostig, oath of loyalty, evaluate	



<p>time of major social, economic and political changes.</p> <p>Links 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.</p> <p>Ladders to: -Changing nature of power</p>	<ul style="list-style-type: none"> • What was their claim to the throne? <p>How to analyse and utilise interpretations.</p>		<p>evaluation, analysis, critical thinking, oracy, literacy</p> <p>Numeracy: Chronology</p> <p>Literacy: extended writing, etymology of key words, spelling and definition tests as homework</p> <p>Reading: reading and comprehending sources</p> <p>Cultural capital: Links to sites that are still of interest and that students could have visited in the local area. Norman castles on the Northumberland coast</p> <p>Links to the national Curriculum: Change and continuity, significance, chronological narrative, The development of the Church, State and society in Medieval Britain</p>
	<p>2. To know why the Normans won the Battle of Hastings</p> <ul style="list-style-type: none"> • What happened in the Battle of Hastings? • Why did the Normans win? <p>How to analyse and utilise sources.</p>	<p>Bayeux Tapestry, short term, long term, interpretation, housecarls, fyrd, archers, cavalry, mercenary, knights, Stamford Bridge, Pevensey, Senlac Hill, context, category, factor, evaluate, primary, source, interpret, conclude</p>	
	<p>3. To know William's methods of control.</p> <ul style="list-style-type: none"> • Castles • Feudal system • Domesday Book • Terror <p>How to use a variety of historical sources to practice making a judgement.</p>	<p>Motte and bailey, stone keep, feudal system, hierarchy, homage, monarch barons, knights, villeins, homage, Domesday Book, tax, tithe, rebellion, terror, Harrying of the North, evaluate</p>	

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Who had the most power in Medieval England?	Students to understand the changing nature of power.	1. how important religion was in Medieval England	Heaven, hell, Doom painting, Christian, sin, analyse, significant, source, primary, affect, context, concept	<ul style="list-style-type: none"> • Change and continuity • Cause and consequence • Source analysis • Interpretations • Significance
		2. the role of monks and nuns	Monk, Nun, monastery, convent	



<p>Links to Key Stage two learning on: historical concepts i.e. change and continuity, prior KS3 learning on the Normans</p> <p>Ladders to: Life in Medieval England, changing nature of power in England</p>	3. what was the role of the Knight?	Page boy, Knight, squire, battle, war, tournaments, land owners, chivalry, concept, culture	<ul style="list-style-type: none"> • Explanation • Comparison <p>Numeracy: Chronology</p> <p>Literacy: extended writing, etymology of key words, spelling and definition tests as homework, understanding of religious terms</p> <p>Reading: reading and comprehending sources</p> <p>Cultural capital: Links to current day democracy, links to current religious views and ideas</p> <p>Links to the national Curriculum: Change and continuity, significance, chronological narrative, The development of the Church, State and society in Medieval Britain, the development of Church, State and society in Britain</p>
	4. what happened to Thomas Becket and what it tells us about power in the Medieval period	Thomas Becket, King Henry II, power, Archbishop of Canterbury, Church court, excommunicate	
	5. why control of the Holy Land was important	Holy Land, Crusade, Infidel, Christian, Jew, Muslim, Pope, Pilgrim, Jerusalem, define, culture, context	
	6. The Crusades- Who was involved?	Crusader, Knight, Richard I, Saracen	
	7. The Crusades- Why did people go to fight?	Religion, belief, Pope, King, Holy Land, category, source, primary,, context, interpret, differentiate	
	8. The Crusades- What happened?	Saladin, Jerusalem, First Crusade, Third Crusade, Siege	
	9. The role of women on the Crusades		
	10. Why was the Magna Carta made?	Magna Carta, Baron, King, Peasant, rights, responsibilities, freedom	
11. What was the importance of the Magna Carta?	Rights, responsibilities, society, Freeman, significance		



Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Why did the peasants revolt? <u>Links to Key Stage Two:</u> -know and understand chronology, understand historical concepts such as change and continuity <u>Ladders to:</u> Power in Tudor England (year 8)	Students to understand the key features of a specific period in history – TOWNS And to understand the changing nature of power.	1. what life was like in a Medieval village	Peasant; wattle & daub; villein; wooden framework; farming; farm animals.	<ul style="list-style-type: none"> • Change and continuity • Cause and consequence • Source analysis • Interpretations • Significance • Explanation • Comparison Numeracy: Chronology Literacy: extended writing, etymology of key words, spelling and definition tests as homework, explanation Reading: extended extracts, sources and interpretations, skimming and summary Cultural capital: links to current events with pandemics, links to power and politics Links to the national curriculum: know and understand a chronological narrative, historical terms, concepts- change and continuity, difference and similarity
		2. What were the advantages of living in medieval towns?	Market; townsfolk; fairs; shops; guilds; security, analyse, potential	
		3. What were the challenges to living in a medieval town?	Crime; public health; sewage; sewerage; disease; night soil man	
		4. Why was the Black Death such a big problem? CAUSATION	Cause; Black Rats; fleas; filth; God; Bad air, identify, factor, affect,	
		5. Why was the Black Death such a big problem? What happened when it struck?	Symptoms; buboes; vomiting; fever; sneezing;	
		6. Why was the Black Death such a big problem? CONSEQUENCES	Death; jobs; wages, affect, category, factor, significance, conclude	
		7. Why did the peasants revolt in medieval England? CAUSES & EVENTS	Long term; short term; Poll tax; Black Death; wages, identify, factor, category,	
		8. Why did the peasants revolt in medieval England? CONSEQUENCES	Long term; short term; hangings; Poll Tax ended; Villeins – Freemen, evaluate, analyse, significance	