



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.


Year 7 History Curriculum


What is History?

Rationale	Linking/Looking	Knowledge acquisition: to know... That/What (declarative) How to (procedural) When to (conditional)	Key Tier 3 vocabulary	Homework expectations	Skills and enrichment
Key terms and concepts that underpin the study of History at all key stages are introduced. Students explore what History is and develop the foundational skills required to study it effectively.	<p> LINKING</p> <p>Builds on students' prior exposure to timelines and basic source work in studies of Romans, Greeks, Egyptians, and Anglo-Saxons.</p> <p>Develops understanding of evidence and interpretation begun in KS2 enquiry-led units.</p> <p>LOOKING </p> <p>Prepares students for source-based questions in topics like the British Empire and WWI in Years 8 and 9.</p>	<p>To know...</p> <p>That time is measured chronologically How to use time measurements</p>	Decade, century, millennium, units, Before Christ, Anno Domini	Key words and definitions revision (followed by an in-class quiz)	<p>Subject specific skills: Scaled timelines; measurement; categorisation of sources; comparisons; judgements</p>
		<p>To know...</p> <p>That historical time is organised using units How to construct a timeline When to apply chronological reasoning to understand cause and consequence</p>	Chronology, historian, timeline, construct		
		<p>To know...</p> <p>What primary and secondary sources are How to identify different types of sources When to use primary sources to investigate first-hand experiences or events</p>	Primary, secondary, visual, written, oral, artefact, source		<p>Literacy: Historical terminology, structured paragraphs</p> <p>Reading: analysing written, visual and oral sources</p>
		<p>To know...</p> <p>What the difference is between primary and secondary sources How to use sources</p>	Disaster, Spinney, colliery		<p>Writing: extended writing with evidence</p> <p>Oracy: structured discussion using</p>

	Supports evaluation/ analysis skills required in Health and the People and Elizabethan England, where students assess utility and interpretations.	When to use multiple sources to cross-check information and build interpretations			historical language Critical thinking: evaluating sources for utility and bias Cultural capital: local history (the Spinney), knowledge of the school and area Links to national curriculum: understand historical concepts, understand methods of historical enquiry, local history study
		To know... What makes a source biased How to identify bias or limitations in a source When to recognise when to question a source's reliability	Biased, facts, opinions, evidence, interpretations	End of topic 1: What is history? Frog quiz	

How civilized were the Romans?



Rationale	Linking/Looking	Knowledge acquisition: to know... That/What (declarative) How to (procedural) When to (conditional)	Key Tier 3 vocabulary	Homework expectations	Skills and enrichment
Facilitates insight of the Roman Empire's foundation, expansion, and legacy. Encourages	 LINKING Builds on Roman Britain topic in KS2: roads, towns, legacies.	To know... That Rome began as a small settlement with mythological origins (Romulus and Remus) How to identify whether information is factual or based on myths/legends	Romulus and Remus, Fact, Myth/Legend, Rome, differentiate, tradition, evaluate		Subject specific skills: Chronological understanding; comparison and judgement; source analysis; interpretation evaluation

<p>judgement about what makes a civilisation and its long-term influence.</p> <p>LOOKING </p> <p>Expands understanding of Empire and resistance (e.g., Boudicca) introduced in primary school.</p> <p>Introduces empire, power and resistance—themes that are revisited in The British Empire, Slavery, and The Cold War.</p> <p>Public health advancements link forward to Industrial Revolution and directly to GCSE Health and the People</p> <p>Concepts of civilisation and decline support comparative essays at A Level in Russia and GDR.</p>	<p>To know...</p> <p>What the key features of the Roman Empire were, including: expansion, government and military control How to compare different factors</p>	<p>Empire, Emperor, Borders, factor, identify, affect</p>	<p>Key words and definitions revision (followed by an in-class quiz)</p>	<p>Numeracy: timelines and maps</p> <p>Literacy: etymology of Latin words, extended writing tasks</p>
	<p>To know...</p> <p>That diverse people lived in Roman Britain How to examine the significance of individuals</p>	<p>Multicultural, Archaeological, Migration, Continent</p>		<p>Reading: analysing written, visual and oral sources and the comprehension of this source material</p>
	<p>To know...</p> <p>That the Roman Army was organised strategically How to compare different factors When to use causation to explain military success</p>	<p>Legion, Centurion, Organisation, Tactics, Weapons, Discipline, Auxiliary soldiers, category, factor, identify</p>		<p>Writing: extended writing with evidence, including the PETb structure, Common Marking Task 1</p> <p>Oracy: structured discussion using historical language. Critical thinking: evaluating sources for utility and bias</p>
	<p>To know...</p> <p>What the organisation of Romans towns were based on How to utilise guided reading comprehension sheets When to apply understanding of Roman infrastructure when comparing ancient vs. modern civilisations</p>	<p>Roads, Entertainment, Temples, worship, identify</p>		<p>Cultural capital: Local history, links to Roman history of Newcastle and the North-East, women in history</p>

		<p>To know...</p> <p>That the Roman's developed innovations in Public Health</p> <p>How to compare Roman society with modern society in terms of technology, hygiene, and rights</p> <p>When to apply understanding of Roman sanitation when comparing ancient vs. modern civilisations</p>	<p>Aqueduct, Sewers and public toilets, concept, policy, significant</p>	<p>Frog quiz: Start of Topic 2 (and recap of Topic 1)</p>	<p>Links to 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 (Hadrian's Wall)</p>
	<p>To know...</p> <p>What the reasons were for the Roman's invasion of England</p> <p>How to use sources and interpretations to gather information about the invasions</p>	<p>Invasion, Settlements, Inventions, factor, culture, affect</p>			
	<p>To know...</p> <p>That Boudicca rebelled against the Roman Army</p> <p>How to analyse the utility of a source</p>	<p>Rebellion, Boudicca, tradition, culture, Iceni</p>			
	<p>To know...</p> <p>That Hadrian's Wall was strategically important to the Romans</p> <p>How to categorise information</p>	<p>Hadrian's Wall, Mile castle, Emperor Hadrian, significance</p>			
	<p>To know...</p> <p>That the Roman Empire collapsed and the reasons for this</p> <p>How to compare different factors to reach a judgement</p>	<p>Legacy, Barbarians, category, factor, conclude, inevitable, evaluate</p>	<p>Assessment revision – use of revision clock or alternative methods</p>		

		When to consider how Roman legacy influences modern Britain			
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How did William maintain control of England?

Rationale	Linking/Looking	Knowledge acquisition: to know... That/What (declarative) How to (procedural) When to (conditional)	Key Tier 3 vocabulary	Homework expectations	Skills and enrichment
1066 is a pivotal moment in English history. This unit helps students explore how William the Conqueror secured his rule through military, administrative and ideological control, setting foundations for later medieval developments.	<p> LINKING</p> <p>This topic revisits themes from the Anglo-Saxons and Vikings, particularly conflict and leadership.</p> <p>Builds on knowledge of monarchs and power structures.</p> <p>LOOKING </p> <p>Early study of monarchy and control supports Tudors, Stuarts, and</p>	<p>To know...</p> <p>That there were four contenders to the throne in 1066</p> <p>How to analyse and utilise interpretations</p>	<p>Heir, leadership, Edward the Confessor, William of Normandy, Harold Godwinson, Harald Hardrada, Edgar Atheling, Tostig, oath of loyalty</p>		<p>Subject specific skills: Chronology, cause and consequence, change and continuity, similarity and difference, inference, evaluation, analysis, critical thinking, oracy, literacy</p> <p>Numeracy: chronology, timelines</p> <p>Literacy: extended writing, key terminology, interpretation analysis</p>
		<p>To know...</p> <p>What the key events of the Battle of Gate Fulford and Stamford Bridge were (including their armies)</p> <p>How to sequence key events chronologically to build historical narratives</p>	<p>Bayeux Tapestry, interpretation, housecarls, fyrd, archers, cavalry, mercenary, knights, Fulford Gate, Stamford Bridge</p>	<p>Key words and definitions revision (followed by an in-class quiz)</p>	

<p>Empire power dynamics in Year 8. Domesday Book and feudalism lay foundations for industrial and political change in Year 9 and Elizabethan England at GCSE. Explores control and repression—key to understanding Stalinism in A Level Russia and Cold War authoritarianism in GDR.</p>	<p>To know...</p> <p>What the key events of the Battle of Hastings were</p> <p>How to sequence key events chronologically to build historical narratives</p>	<p>Pevensey, Senlac Hill, feigned retreat</p>		<p>Reading: reading and comprehending sources</p> <p>Writing: extended writing with evidence, including the PETb structure, Common Marking Task 2</p>
	<p>To know...</p> <p>What the reasons were for the Norman victory (e.g. tactics, leadership, luck)</p> <p>How to evaluate the success and limitations of Norman tactics</p> <p>When to use different types of evidence when examining military success</p>	<p>Tactics, leadership, luck, Papal banner, military</p>		<p>Oracy: structured discussion using historical language. Critical thinking: evaluating sources for utility and bias, ABC questioning</p>
	<p>To know...</p> <p>What was the purpose and function of castles, the feudal system, the Domesday Book, and the use of fear (Harrying of the North)</p> <p>How to evaluate the success and limitations of different methods of control</p> <p>When to use different types of evidence when examining military vs administrative control</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>	<p>Frog quiz: Topic 3 (and recap of Topic 1&2)</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 national curriculum: Change and continuity, significance, chronological narrative, The development of the Church, State and society in Medieval Britain</p>



Who had the most power in Medieval England?

Rationale	Linking/Looking	Knowledge acquisition: to know... That/What (declarative) How to (procedural) When to (conditional)	Key Tier 3 vocabulary	Homework expectations	Skills and enrichment
<p>This unit explores the distribution of power across different groups in medieval society: monarchs, the Church, knights, ordinary people, and international comparisons. It encourages students to reflect on authority, belief, and rights.</p>	<p>➔ LINKING Develops understanding of social hierarchy, rural life and causes of conflict. Builds on knowledge of plagues and trade routes.</p> <p>LOOKING ➔ Concepts of protest and social change link directly to democracy and revolutions. The Black Death connects to Public Health in both GCSE and A Level Rebellion supports understanding of power from below e.g. Russian Revolution and repression under Stalin and GDR.</p>	<p>To know...</p> <p>What was important about religion in Medieval England How to assess the significance of religion on people's lives When to use different types of evidence to assess significance</p>	<p>Heaven, hell, Doom painting, Christian, sin, analyse, significant, source, primary, affect, context</p>		<p>Subject specific skills: Chronology, cause and consequence, change and continuity, similarity and difference, inference, evaluation, analysis, critical thinking, oracy, literacy</p> <p>Numeracy: chronology, timelines</p> <p>Literacy: writing arguments about power and significance</p> <p>Reading: reading and comprehending sources</p> <p>Writing: extended writing with evidence, including the PETb structure, Common Marking Task 3</p> <p>Oracy: structured</p>
		<p>To know...</p> <p>What the role of monks and nuns were in Medieval England How to assess the significance of religious figures in Medieval England When to use evidence from sources to make inferences about people's lives</p>	<p>Monk, Nun, monastery, convent</p>	<p>Key words and definitions revision (followed by an in-class quiz)</p>	
		<p>To know...</p> <p>What the role of knights were in Medieval England How to make links to the Medieval feudal system</p>	<p>Page boy, Knight, squire, battle, war, tournaments, landowners, chivalry, concept, culture</p>		
		<p>To know...</p> <p>What happened to Thomas Becket</p>	<p>Thomas Becket, King Henry II, power, Archbishop of</p>		

		<p>How to assess the implications of the murder of Thomas Becket</p> <p>When to use evidence to assess the power of the monarch in Medieval England</p>	Canterbury, Church court, excommunicate		discussion using historical language, classroom debates on “who held the most power?”
		<p>To know...</p> <p>What happened to form the Islamic Empire</p> <p>How to evaluate how power is created and maintained</p> <p>When to use comparisons between Christian and Islamic worlds to understand religious and cultural influence</p>	Empire, Caliph, Iraq, Arabian Peninsula		<p>Cultural capital: Links to current day democracy, links to current religious views and ideas</p> <p>Links to 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>
		<p>To know...</p> <p>That the Holy Land has religious significance</p> <p>When to use comparisons between Christian and Islamic worlds to understand religious and cultural influence</p>	Holy Land, Crusade, Christian, Jew, Muslim, Pope, Pilgrim, Jerusalem		
		<p>To know...</p> <p>That different groups got involved in the Crusades</p> <p>How to assess why different groups got involved in the Crusades</p> <p>When to use comparisons between Christian and Islamic worlds to understand religious and cultural influence</p>	Crusader, Knight, Richard I, Saracen		

		<p>To know...</p> <p>What happened in the Crusades How to understand the chronological events of the Crusades When to use comparisons between Christian and Islamic worlds to understand religious and cultural influence</p>	<p>Saladin, Jerusalem, First Crusade, Third Crusade, Siege</p>		
		<p>To know...</p> <p>What the role of women was in the Crusades How to make comparisons between different versions of the Feudal System When to use comparisons between Christian and Islamic worlds to understand religious and cultural influence</p>	<p>Feudal system</p>		
		<p>To know...</p> <p>What the Magna Carta is How to evaluate how the Magna Carta impacted the King's power When to apply historical concepts such as significance and continuity when judging power shifts</p>	<p>Magna Carta, Baron, King, Peasant, rights, responsibilities, freedom</p>	<p>Frog quiz: Topic 4 (and recap of Topic 1,2&3)</p>	


Why did the peasants revolt?


Rationale	Linking/Looking	Knowledge acquisition: to know... That/What (declarative) How to (procedural) When to (conditional)	Key Tier 3 vocabulary	Homework expectations	Skills and enrichment
<p>This topic gives insight into the lives of peasants and towns people, the global context of trade and disease, and how socio-economic tensions triggered the first mass uprising in English history.</p>	<p>LINKING </p> <p>Develops understanding of social hierarchy, rural life and causes of conflict.</p> <p>Builds on knowledge of plagues and trade routes.</p> <p>LOOKING </p> <p>Concepts of protest and social change link directly to democracy and revolutions.</p> <p>The Black Death connects to Public Health in both GCSE and A Level</p> <p>Rebellion supports understanding of power from below e.g. Russian Revolution and</p>	<p>To know...</p> <p>What life was like in a Medieval village How to use historical evidence to explain the experience of ordinary people</p>	<p>Peasant; wattle & daub; villein; wooden framework; farming; farm animals.</p>		<p>Subject specific skills: Chronology, cause and consequence, change and continuity, similarity and difference, inference, evaluation, analysis, critical thinking, oracy, literacy</p> <p>Numeracy: Graphs on population decline and wage rise</p> <p>Literacy: Explaining long-term consequences in extended writing</p> <p>Reading: Comprehension and source analysis from contrasting viewpoints, disciplinary reading</p> <p>Writing: Chronology, cause and consequence, change and continuity,</p>
		<p>To know...</p> <p>What were the advantages and challenges of living in Medieval towns How to use historical evidence to explain the experience of ordinary people</p>	<p>Market; townsfolk; fairs; shops; guilds; security, Crime; public health; sewage; sewerage; disease; night soil man</p>	<p>Key words and definitions revision (followed by an in-class quiz)</p>	
		<p>To know...</p> <p>That the Silk Roads were essential for trade How to use historical evidence to explain the connections trade led to When to make appropriate links to economic and political changes</p>	<p>Silk Roads, Han Dynasty, Marco Polo</p>		
		<p>To know...</p> <p>That there was a Golden Age in Medieval Baghdad How to use historical evidence to explain the connections trade led to</p>	<p>Baghdad, Golden Age, Caliph, Culture, Baghdad, Golden Age, Caliph, Culture</p>		

repression under Stalin and GDR.	<p>When to make appropriate links to economic and political changes To know...</p> <p>That the Golden Age in Medieval Baghdad declined How to distinguish between immediate reactions and structural change over time When to use demographic and economic evidence to explain historical change</p>			<p>similarity and difference, inference, evaluation, analysis, critical thinking, oracy, literacy</p> <p>Oracy: ABC questioning and response, structured classroom discussions</p>
	<p>To know...</p> <p>That medical knowledge of the Black Death was limited How to distinguish between immediate reactions and structural change over time When to use demographic and economic evidence to explain historical change</p>	Cause; Black Rats; fleas; filth; God; Bad air		<p>Cultural capital: Links to current events with pandemics, links to power and politics</p> <p>Links to national curriculum: To know and understand a chronological narrative, historical terms, concepts- change and continuity, difference and similarity</p>
	<p>To know...</p> <p>That the Black Death impacted Europe How to distinguish between immediate reactions and structural change over time When to use demographic and economic evidence to explain historical change</p>	Symptoms; buboes; vomiting; fever; sneezing;		
	<p>To know...</p> <p>That the Black Death had a range of consequences How to distinguish between immediate reactions and structural change over time When to decide when an event's consequences outweigh its immediate outcome</p>	Death; jobs; wages		

		To know... That the peasants revolted How to sequence causes to explain how long-term pressures created short-term crises When to use demographic and economic evidence to explain historical change	Long term; short term; Poll tax; Black Death; wages		
		To know... That there were a range of consequences when the peasants revolted How to sequence causes to explain how long-term pressures created short-term crises When to apply multiple perspectives to judge whether the revolt was a failure or a foundation for change	Long term; short term; hangings; Poll Tax ended; Villeins – Freemen	Frog quiz: Topic 5 (and recap of Topic 1-4)	

Who had the most power in Tudor England?

Rationale	Linking/Looking	Knowledge acquisition: to know... That/What (declarative) How to (procedural) When to (conditional)	Key Tier 3 vocabulary	Homework expectations	Skills and enrichment
This topic encourages students to continue to develop their understanding of the changing nature of power between the	 LINKING This topic links to students previously acquired knowledge and chronological understanding of nations history, historical concepts, historical terms, a	To know... That Tudor society was divided into a hierarchy How to compare power of Medieval and Renaissance monarchs	Hierarchy, King, Pope, Feudal system, Peasant, Baron, King Henry VIII, Pope Clement VII, Great Chain of Being		Subject specific skills: Chronology, cause and consequence, change and continuity, similarity and difference, inference, evaluation, analysis, critical thinking, oracy, literacy
		To know...	Henry VIII, Defender of the Faith, religion,	Key words and definitions revision	

<p>Church and the Crown, and to understand the reasons for the significant religious changes during the Tudor period</p>	<p>study or theme beyond 1066</p> <p>LOOKING </p> <p>Later in KS3, we continue to examine the changing nature of power through events such as the English Civil War. We continue to return to key themes such as the influence of power and religion on English society. At KS4, these topics are returned through the impact of religious changes on medical developments and through our depth study on Elizabeth I.</p>	<p>That Henry VIII had six wives and that these relationships impacted his control of religion How to explain that Henry's love life affected the role of the Church When to apply historical concepts such as significance and continuity when judging power shifts</p>	<p>power, alliance, heir, Catherine of Aragon, Anne of Cleves, Catherine Howard, Anne Boleyn, Jane Seymour, Katherine Parr</p>	<p>(followed by an in-class quiz)</p>	<p>Numeracy: Timelines related to religious changes</p> <p>Literacy: Explaining the significance of religious changes through extended writing activities</p>
		<p>To know...</p> <p>What the lives of Black Tudors were like How to extract information about key historical figures to make judgements When to make appropriate connections to key themes like migration and culture</p>	<p>John Blanke, Jaques Francis, Mary Fillis, Cattellina, Reasonable Blackmore, Diego.</p>		<p>Reading: Comprehension and source analysis from contrasting viewpoints, disciplinary reading</p> <p>Writing: Chronology, cause and consequence, change and continuity, similarity and difference, inference, evaluation, analysis, critical thinking, oracy, literacy</p>
		<p>To know...</p> <p>That Henry VIII had problems with the Roman Catholic Church How to categorise problems and solutions When to link to broader themes related to religious changes</p>	<p>Love, marriage, heir, monasteries, money, power, advisor, Protestant, Catholic</p>		<p>Oracy: ABC questioning and response, structured classroom discussions</p> <p>Cultural capital: Development of religion over time, development and</p>
		<p>To know...</p> <p>That Henry VIII changed the Church How to explain the impact of Henry VIII closing the monasteries down When to link to broader themes related to religious changes</p>	<p>Break with Rome, monasteries, advisors, Protestant, Catholic, Act of Supremacy, Parliament, dissolution,</p>		
		<p>To know...</p>	<p>Protestant, Catholic, Bible,</p>		

		<p>That religion changed significantly under the Tudors due to the English Reformation</p> <p>How to identify differences between Protestant and Catholic Churches</p> <p>When to link to broader themes related to religious changes</p>	Service, Priest, Sin, Latin, Pope		changes to the power of monarchs over time
		<p>To know...</p> <p>What Edward VI reign looked like</p> <p>How to evaluate evidence about King Edward's actions</p> <p>When to consider how power and religious influences change over time</p>	Heir, Protector, Protestant, Book of Common Prayer, Latin, Holy Communion	Frog quiz: Topic 6 (and recap of Topic 1-5)	<p>Links to national curriculum:</p> <p>Chronological narrative, change and continuity, difference and significance, The development of the Church, State and Society in medieval Britain</p>
		<p>To know...</p> <p>What Mary I and Elizabeth I's reigns looked like</p> <p>How to evaluate evidence about the stability of Mary and Elizabeth's reigns</p> <p>When to consider how power and religious influences change over time</p>	Catholic, heretic, Religious Settlement		