

Department	HISTORY	
Key Stage	3	

Unit Title	Why This Is Important and Why Is It Taught at This Point?
How did the Normans Conquer England?	<p>Britain is a multicultural society today. Britain has always been multicultural. The foundations of today's society are underpinned in the Norman era.</p> <p>This unit is planned for teaching in early year 7 as it provides a framework to fit future ideas into. We learn and discuss about the method and causes of war, the social impact and the underpinning of religion within everyday life. The unit will provide a structure for later understanding of the role of individuals, the differences in government and control of a country and the impact that these have on society as a whole.</p>

Dates Delivered & Unit Title	End Points / Curriculum Related Expectations (CREs)	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method Course guides and Reading
Year 7 Autumn 1 How did the Normans Conquer England	<p>Knowledge and understanding – Students will know the different groups that have lived in England. Events of the Battles of 1066</p> <p>Cause and Consequence – Students will be able to give reasons for the invasions in England and the consequence of the battles</p> <p>Significance / impact Students will be able to give judgements of importance on factors</p>	<p>Who invaded England before 1066?</p> <ul style="list-style-type: none"> • Bronze age • Celts • Romans • Anglo-Saxons • Vikings <p>What was England like in 1066?</p> <ul style="list-style-type: none"> • Military • Wealth • Natural resources <p>Why was there a succession crisis</p> <ul style="list-style-type: none"> • Rules to claim the throne • Death of Edward Confessor • Claimants – strengths and weaknesses 	<p>Evaluation of interpretations</p> <p>Knowledge and understanding of key individuals and events.</p> <p>Understanding of change and continuity of the Norman Rule</p> <p>Understanding the causes and consequences of</p>	<p>Classwork is completed with success criteria</p> <p>End of Unit assessment</p> <p>Class links for teams will have booklets</p>

<p>such as Why William Won the battle of Hastings.</p> <p>Change and continuity – Students will be able to describe changes made by the different groups that have lived within Britain and the Norman rule as well as areas of continuity</p> <p>Source analysis and interpretation analysis – Students will be able to use knowledge to evaluate an interpretation or a source.</p>	<p>Was Harold set to fail in his preparations?</p> <ul style="list-style-type: none"> • Military • Strategic decisions • Comparison with William 	<p>Norman rule. Including Hierarchy and rebellion.</p>	<p>https://www.bbc.co.uk/bitesize/topics/zshtyrd</p> <p>https://www.bbc.co.uk/bitesize/topics/zvhjdp3</p>
	<p>What were the Battles of 1066?</p> <ul style="list-style-type: none"> • Battle of Fulford Gate • Battle of Stamford Bridge • Battle of Hastings including questioning why William won. 		
	<p>How did William Establish control over England?</p> <ul style="list-style-type: none"> • Williams problems and solutions • William Coronation 		
	<p>How did the Feudal System and Domesday Book establish Norman control?</p> <ul style="list-style-type: none"> • System of Hierarchy • Domesday book • Maintaining control 		
	<p>What was the significance of the Harrying of the North in the conquest of England?</p> <ul style="list-style-type: none"> • Rebellions • Williams use of force and castles • Interpretations and impact. 		

Unit Title 2	Why This Is Important and Why Is It Taught at This Point?
To what extent was Medieval England a place of fear and decay?	<p>Life today is fast paced with new technologies. What similarities to the middle ages are there? How different was it before the 1500s?</p> <p>This unit is planned for teaching after the Norman Conquest as it demonstrates the impact of individuals and invasion (war) has on society as a whole. We discuss ideas of problems during the middle ages with the lack of scientific understanding and the importance of religion.</p> <p>The unit will provide a structure for later understanding of the role of individuals, religion and government as a whole.</p>

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<p>Year 7 Autumn 2</p> <p>To what extent was Medieval England a place of fear and decay?</p>	<p>Knowledge and understanding – Students will know how William used castles to establish control. The events of William II death. What the Magna Carta was. What it was like in a medieval village and town. Symptoms and beliefs of the Black death</p> <p>Cause and Consequence – Students will be able to give reasons for the building of castles, why William II may have been murdered. Why the Magna Carta was made.</p> <p>Significance / impact Students will be able to give judgements of importance of the Magna Carta and impact of the Black Death</p> <p>Change and continuity – Students will be able to describe changes of the design of castles. Changes in towns under the Normans.</p> <p>Source analysis and interpretation analysis – Students will be able to use knowledge to evaluate an interpretation or a source.</p>	<p>What can we learn from Ian Mortimer about Medieval England?</p> <ul style="list-style-type: none"> • Use of scholarship • The landscape and 	<p>Evaluation of interpretations / sources</p> <p>Knowledge and understanding of key individuals and events.</p> <p>Understanding of change and continuity within Medieval era</p> <p>Understanding the impact of the Black death on the population</p>	<p>Classwork is completed with success criteria</p> <p>End of Unit assessment</p> <p>Class links for teams will have booklets</p>
		<p>Were castles built to create fear?</p> <ul style="list-style-type: none"> • Motte and Bailey • Reasons for castles • Development of castles 		
		<p>Were Kings safe in Medieval England? Case study William Rufus</p> <ul style="list-style-type: none"> • Inheritance of William I sons • Crusades • Use of evidence in creating judgement 		
		<p>Why is the Magna Carta significant?</p> <ul style="list-style-type: none"> • Magna Carta • Power of King • Human rights 		
		<p>What mattered to Medieval people living in a village?</p> <ul style="list-style-type: none"> • Feudal system • Religion • Roles in a village 		
		<p>Was a Medieval town really a place of fear and decay?</p> <ul style="list-style-type: none"> • Use of scholarship • Changes made by the Normans. 		
		<p>Did the Black Death make the landscape of England?</p> <ul style="list-style-type: none"> • Symptoms • Impact 		
		<p>What was the understanding of Medieval people?</p> <ul style="list-style-type: none"> • Beliefs about cause of illness • Significance of religion 		
		<p>https://www.bbc.co.uk/bitesize/topics/zbn7jsg</p> <p>https://www.bbc.co.uk/bitesize/topics/zcyx2v4</p> <p>https://www.bbc.co.uk/bitesize/topics/zqjwxnb</p>		

Unit Title -3	Why This Is Important and Why Is It Taught at This Point?
Renaissance and Reformation: the birth of new ideas and the Tudor Dynasty.	<p>Religion has impacted on many areas of our lives. Why are there so many different ideas in Christianity? Why does religion cause wars? Who were the Tudors? Why are they the most famous family of monarchs?</p> <p>This unit is planned for teaching after the Middle ages – Norman conquest and control to allow a chronological narrative.</p> <p>The unit will provide a structure for later understanding of the role of individuals, religion and government as a whole. This unit also begins to look at the influence of other cultures and ideas in Britain.</p>

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Year 7 Spring Term Renaissance and Reformation	<p>Knowledge and understanding – Students will know how the Reformation took place in Britain. They will know the changes made to the Church in England.</p> <p>Cause and Consequence – Students will be able to give reasons for the Reformation as well as Wars within the Era.</p> <p>Significance / impact Students will be able to give impacts of the Renaissance and Reformation</p> <p>Change and continuity –</p>	<p>What was the Renaissance?</p> <ul style="list-style-type: none"> • Definition • Overview of major areas of change and impact <p>Global exploration</p> <ul style="list-style-type: none"> • What was the silk road. • Reasons for exploration <p>Christopher Columbus</p> <ul style="list-style-type: none"> • Know who he was • Impact on America – including the Spanish/Portugal line in South America. (treaty of Tordesillas), <p>The Reformation</p> <ul style="list-style-type: none"> • Definition • Role of Martin Luther • Changes made <p>Henry VIII</p> <ul style="list-style-type: none"> • Fact file • Henry’s ‘Great matter’ • Divorce and marriage <p>Henry’s latter years</p> <ul style="list-style-type: none"> • Dissolution of monasteries – causes and consequences. 	<p>Evaluation of interpretations / sources</p> <p>Knowledge and understanding of key individuals and events.</p> <p>Understanding of change and continuity within Early Modern era</p> <p>Understanding the impact of the Renaissance and Reformation on the population</p>	<p>Classwork is completed with success criteria</p> <p>End of Unit assessment</p> <p>Class links for teams will have booklets</p>

Students will be able to describe changes to the Church of England and the culture and technology of the Era.

Source analysis and interpretation analysis –
Students will be able to use knowledge to evaluate an interpretation or a source.

<p>Edward VI</p> <ul style="list-style-type: none"> • Changes to the Church 	<p>https://www.bbc.co.uk/bitesize/topics/zwcsp4j</p>
<p>Mary I</p> <ul style="list-style-type: none"> • Changes to the church • Does she deserve the name 'Bloody Mary' 	
<p>Elizabeth I</p> <ul style="list-style-type: none"> • When she became queen • Religious settlements. 	
<p>Elizabeth I – Golden Age</p> <ul style="list-style-type: none"> • Spanish armada – events. 	
<p>Elizabeth I – Golden Age</p> <ul style="list-style-type: none"> • Developments in culture. 	

Unit Title - 4	Why This Is Important and Why Is It Taught at This Point?
<p>Societies in Change: Revolts, Civil War and Revolution.</p>	<p>Events in History do not usually have one cause. That is even truer of major developments. There are usually many causes, which work together. Today our Royal family does not play the same role as they had done during the time of the Renaissance. This section looks at what happened to move power to Parliament. Following the Renaissance and Tudor era the Stuarts begin their dynasty. The Stuart age is full of change. The world it said had turned upside down. This links to the changes and factors that you will have seen in the religious changes of the Tudor era, the changes and continuity of the Norman rule of the medieval and further restrictions on the King linking to the Magna Carta.</p> <p>Many Kings prior to this period believed in the Divine right of Kings. The belief that they had their power from God and so no one could question them. During the Renaissance the Reformation had happened and the creation of the Church of England. The King was in charge of the church in England. Many people became worried when Charles I married a Catholic Princess as they believed she would undo the Reformation.</p>

Strict Protestants at this time were known as Puritans.

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<p>Year 7 Summer term</p> <p>Societies in Change.</p>	<p>Knowledge and understanding – Students will know events of the Gunpowder Plot, Civil War and restoration of the Monarchy</p> <p>Cause and Consequence – Students will be able to give reasons for war and the consequences in changes in government</p> <p>Significance / impact Students will be able to explain the significance of events and the impact on the people.</p> <p>Change and continuity – Students will be able to describe changes of the way that England was governed.</p> <p>Source analysis and interpretation analysis – Students will be able to use knowledge to evaluate an interpretation or a source.</p>	<p>Gunpowder Plot</p> <ul style="list-style-type: none"> • Events • Conspiracy theory – were the plotters taken advantage of? <p>Causes of the Civil War</p> <ul style="list-style-type: none"> • Charles I - marriage and character • Economic causes • Religious causes • Political causes. <p>Events of the civil War</p> <ul style="list-style-type: none"> • Battles • How sides were decided • New Model Army <p>Why was Charles I executed?</p> <ul style="list-style-type: none"> • Trial • execution <p>England without a King</p> <ul style="list-style-type: none"> • rule of parliament • new political ideas • Cromwell in Ireland <p>Does Cromwell deserve to be seen as a hero?</p> <ul style="list-style-type: none"> • Forming an interpretation <p>Charles II: Restoration</p> <ul style="list-style-type: none"> • Why was Charles II invited back • Changes made 	<p>Evaluation of interpretations / sources</p> <p>Knowledge and understanding of key individuals and events.</p> <p>Understanding of change and continuity within government Understanding the impact of the Civil War and change in government.</p>	<p>Classwork is completed with success criteria</p> <p>End of Unit assessment</p> <p>Class links for teams will have booklets</p>

<https://www.bbc.co.uk/bitesize/topics/zk4cwmn>

Glorious Revolution

- Events
- Bloodless revolution
- Bill of Rights

