

Long Term Plan Year 7 History

Subject driver - "The more you know about your past, the better you are prepared for your future" - Theodore Roosevelt

| Half term | Unit title | Key knowledge/ Content to learn and retain | Essential skills to acquire (subject & generic) | Link to subject ethos and driver | Anticipated misconceptions | Links to previous KS | Links to future KS | Opportunity for stretch for high prior attainers | SMSC & British Values | Cultural Capital | Career Link |
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| 1 | Who were the first English? | <ul style="list-style-type: none"> * Who the Angles and Saxons were * Reasons why people moved to Britain * Impact of Angle and Saxon migration on Celts * How we know about the impact on the Celts * Alfred the Great * Other Viking migrations – Normandy, Ireland, Ukraine * Put Norman Conquest of England into big sweep of Viking migrations | <p>Sources, evidence, interpretations, bias, reliability, evaluation.</p> <p>Understanding of a thematic approach and how it differs to other approaches.</p> | Immigration to create a new culture/'people' | Chronology vocabulary; | Pre-1066 civilisations | Yr 10 Paper 1: MTT | Interpretations Step 6: Learners can select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to entertain, to inform, to persuade). | | Thematic study allows understanding of how Britain evolved as a nation of immigrants. | Investigation skills relevant for journalism, the police, market/TV/government researcher. |
| 2 | How did William win and keep control of England 1066-68? | <ul style="list-style-type: none"> * What is a monarch? * Reasons for wanting to be a medieval monarch * Contenders to the throne in 1066 * Battle of Stamford Bridge * The Battle of Hastings * The verdicts of historians on what caused the outcome * Use of 'terror' to establish control: the Harrying of the North * Norman Castles * Cultural changes (e.g. language) * Feudal system * Domesday Book | <p>Cause, consequence and significance.</p> <p>Sources, evidence, interpretations, bias, reliability, evaluation.</p> | Understanding the events of 1066 and the formation of an 'English' nation under 1 monarch | The geographical placing of the Battles; the impact of Williams' methods of control | Pre-1066 civilisations | Yr 10 - Paper 1: MTT | Causation and consequence Step 4: Learners understand consequence as the fixed result of all the possible causes and may regard the idea of consequences as inevitable or the only possible outcome | Rule of law | The impact of events from 1066 and of how this is felt today; | Travel and tourism, museums, libraries, archaeology, History teaching |

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| 3 | Church, state and society 1066-1509? | *Importance of religion *State Vs Church Murder of Thomas Becket *Causes, Events and consequences of the First Crusade *Black Death *Peasants Revolt & Magna Carta | Cause, consequence and significance. Sources, evidence, interpretations, bias, reliability, evaluation. | Consolidating and extending students understanding of the importance of religion as a method of societal control in British History | Relationship between Church and Government. | | Year 10 P1 - MTT | Change and Continuity: Step 6: Recognise that a change may be important to one society or group of people but has little historical significance in another context. | Tolerance of differing religious views; Rule of Law; | interpretations and context influence judgements; there isn't always a simplistic and clear cut 'right' and 'wrong'. | Balanced judgements essential for law, accountancy and finance. |
| 4 | How far did the Tudors change Britain? | *The Reformation *Henry's motives for the Break from Rome, and consequences * Bloody Mary *Elizabethan Religious Settlement * Armada | Cause, consequence and significance. Sources, evidence, interpretations, bias, reliability, evaluation. | More detailed understanding of the changes the Tudors made to society; impact of religious changes. | Reasons for the break from Rome; Differences between Catholic and Protestants; The victory against the Armada was inevitable. | Tudors | Yr 10 - Elizabeth Yr 13 - Tudor rebellions | Interpretations Step 6: Can link the key features of an interpretation and the reasons for its construction to who made it. | Tolerance of differing religious views, individual liberty | Impact of the Elizabethans on the changing role of Britain in the world | Investigation skills relevant for journalism, the police, market/TV/government researcher. |
| 5 | The Stuarts: Who won: Catholics or Protestants? | *The Gunpowder Plot *Causes, events and Consequences of the English Civil War *Execution of Charles I Role of Cromwell and The Commonwealth *The Restoration *The Great Plague and the Great Fire | Cause, consequence and significance. Sources, evidence, interpretations, bias, reliability, evaluation. | Understanding of the changing power of the monarchy: shift away from Divine Right of Kings. | Reasons for Parliament's anger with Charles I; interpretations Cromwell; | Gun Powder Plot | Yr 10 - P1 MTT | Causation and consequence Step 7: They may be starting to prioritise some causes as more important than others, but the explanation or reasoning behind this remains weak. | Rule of Law; Tolerance of faith and beliefs | Understanding the making of Britain as a nation; | Travel and tourism, museums, libraries, archaeology, History teaching |
| 6 | Native Americans 1700-1896 | **Indian way of life and early migration *Plains Indians *lifestyle *settlement and development on the Great Plains *destruction of the Buffalo *Conflict on the Plains | Cause, consequence and significance. Depth Study | Widening of student's understanding of other civilisations and their history; and how this combines with/impacts | Indians being native Americans; | Yr 8 - British Empire | | Causation and consequence Step 7: They may be starting to prioritise some causes as more important than others, but the explanation or reasoning behind this remains weak. | Tolerance of different cultures; Individual liberty | Study of different civilisations and destruction of culture. | Investigation skills relevant for journalism, the police, market/TV/government researcher. |

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