

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
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

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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