Curriculum Content Map

Subject: History

Year group: 7

	TERM 1		TERM 2		TERM 3	
	How did the Norman Conquest change Britain? (7.1)	To what extent was the Catholic Church more important than the Monarchy? (7.2)	Why was King John forced to sign the Magna Carta? (7.3)	How did monarch's relationships with Parliament differ? (7.4)	Why have people argued about the reign of Elizabeth I? (7.5)	How far did the Civil War change England? (7.6)
Unit title & description	Change / Continuity	<u>Significance</u>	<u>Causation</u>	Similarity & Difference	<u>Interpretations</u>	Change /Continuity
	1066 & the Norman Conquest	Henry II & Thomas Beckett	King John & Magna Carta	Simon De Montfort & introduction of Parliament	Elizabeth I & Black Tudors	Civil War, Cromwell & Restoration
Sequencing	Recaps KS2 knowledge, addressing core misconceptions about chronology & sequence of events	Introduces key relationship between church and state. Continues from Norman understanding (7.1) and focusses on how power is consolidated once it has been obtained.	Introduces first challenge to power following 7.2 and explains how power is always contested and changing.	Builds on the challenges to power introduced in 7.3 and religious power from 7.2 to focus on how individuals can cause change. First introduction to similarity and difference	First introduction to historical skill of interpretations as students have body of knowledge to make comparisons to from 7.1-7.4. Students can compare EI to monarchs in 7.2-7.4	Second unit on change and continuity. Opportunity to compare impacts of war to 7.1 and draw together changes from 7.3 and 7.4 to evaluate the changing power structures from 1066
	The competing claims to the English throne in 1066	Normans on Britain	How was society organised in Britain (feudalism)		Reformation and religious legacy in 16 th century Britain	Why did Charles I argue with Parliament?
	Battle of Stamford Bridge Battle of Hastings	Introduction to the importance of religion	The personality and leadership style of King John	Roles of Henry III, Simon de Montford & others in challenge to monarchy	Challenges facing Elizabeth I upon accession	How did Parliament win the Civil War?
Knowledge	Reasons for William's victory at 1066	European power structures and role of Pope / God at head of society	Excommunication of King John The deteriorating	De Montfort's claiming of power	EI domestic and foreign policy – their successes and failures	What changed after the Civil War? How did the power of the
\	Impact of the Norman victory on Britain	Murder of Thomas Beckett and consequences for Henry.	relationship between King John & Barons	Re-establishment of the monarchy	How different groups experienced reign of	monarchy change after the restoration?
		,	Rebellion & signing of Magna Carta	Similarity & differences of power structures after the challenge	Elizabeth I. Miranda Kaufmann's work on Black Tudors	What were the events of the glorious revolution?
Retrieval Practice	Chronological knowledge from KS2. Pre-Norman society from KS2	Understanding of power structures and changes to Britain from 7.1	Comparison with power structures and monarchy from 7.1 & 7.2	Comparison with monarchy / religion relationship from 7.2	Role or religion from 7.2 and role of monarch from 7.4	Combined retrieval across all of 7.1 – 7.5 to recap religion, monarchy and power.
Sequencing •	Timelines and calculating changes in timescale.	Second-order concept is significance.	Second-order concept is causation.	Second-order concept is similarity and difference.	Second-order concept is interpretation.	Second-order concept is change and continuity.
Skills	Using sources and historical writing to construct narratives.	Using and evaluating sources to construct relative	Using and evaluating sources to build timelines	Using first and second hand sources to evaluate the extent to which change has	First use of interpretation. Identify an interpretation	Using techniques from 7.1 to structure historical writing that directly

		Focus on change & continuity	importance and significance of factors.	and importance of relative causes.	taken place. First look (limited) at interpretations	and understanding how it differs from a source.	answers questions focussing on causation.
		Extended reading in class; including class reading of sources and historical text	Extended reading in class; including class reading of sources and historical text	Extended reading in class; including class reading of sources and historical text	Extended reading in class; including class reading of sources and historical text	Extended reading in class; including class reading of sources and historical text	Extended reading in class; including class reading of sources and historical text
Literacy		Explicit teaching of Tier 2 & 3 vocabulary specific to the topic.	Explicit teaching of Tier 2 & 3 vocabulary specific to the topic.	Explicit teaching of Tier 2 & 3 vocabulary specific to the topic.	Explicit teaching of Tier 2 & 3 vocabulary specific to the topic.	Explicit teaching of Tier 2 & 3 vocabulary specific to the topic.	Explicit teaching of Tier 2 & 3 vocabulary specific to the topic.
ļ		Regular reading in 3PH.					
		Regular opportunities for extended writing and sentence starters to support this.	Regular opportunities for extended writing and sentence starters to support this.	Regular opportunities for extended writing and sentence starters to support this.	Regular opportunities for extended writing and sentence starters to support this.	Regular opportunities for extended writing and sentence starters to support this.	Regular opportunities for extended writing and sentence starters to support this.
Numeracy		Understanding of years, timelines and timescales.					
rumeracy	× ÷	Introduction to basic chronology	Using sources that contain statistical elements (e.g. population)	Using sources and information that use financial information		Introduction to historical scale by using interpretations from several centuries later	Using military statistics on the Civil War.
British values and SMSC		Individual liberty and the choices made by monarch in battle	Democracy – how democracy is different from previous systems	Rule of Law – how laws are made, shaped and changed	Democracy – how power structures have changed over time	Mutual respect – an understanding that others may have different interpretations on events	Rule of Law – how law and order changed from monarchy to the people and back again
Character	Ť	Students' resilience will be built through exposure to high level History and high expectations of their work.	Students' resilience will be built through exposure to high level History and high expectations of their work.	Students' resilience will be built through exposure to high level History and high expectations of their work.	Students' resilience will be built through exposure to high level History and high expectations of their work.	Students' resilience will be built through exposure to high level History and high expectations of their work.	Students' resilience will be built through exposure to high level History and high expectations of their work.
Careers	I, ≸}.	Introduction to history and opportunities within the study of History	How jobs have different levels of power and importance	How careers can be used to influence positive change	The role and functions of people in parliament	Role of a historian in reading and understanding different types of evidence	How careers and roles change over time
Assessment	\$\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	3PH homework every fortnight.					
opportunities	<i>>=</i>	Regular, low stakes knowledge quizzes					
Personalised C for all	Challenge	HPA – Introducing historical writing and interpretations into lesson and as part of homework.	HPA – Introducing historical writing and interpretations into lesson and as part of homework.	HPA – Introducing historical writing and interpretations into lesson and as part of homework.	HPA – Introducing historical writing and interpretations into lesson and as part of homework.	HPA – Introducing historical writing and interpretations into lesson and as part of homework.	HPA – Introducing historical writing and interpretations into lesson and as part of homework.

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