



Year 7 History PoS- The people of the Medieval World

Learning	Loving	Living
<p>Key Knowledge</p> <p>Link apply and adapt</p> <p>Build knowledge and skills</p> <p>Self-regulated, reflective independent</p> <p>Know what they are good at and what to improve</p> <p>Stretched, challenged supported</p> <p>Wider ideas culture and the world</p> <p>Use technology flexibly and responsibly</p>	<p>Well informed global citizens</p> <p>Believe they can make a difference</p> <p>Shape community and school</p> <p>Care about the environment and each other</p> <p>Responsible for their own behaviour</p> <p>Grow spiritually</p> <p>Respect and tolerance</p> <p>Charity, volunteering and fundraising</p>	<p>Wider learning</p> <p>Leadership, teamwork, collaboration</p> <p>Success for all abilities</p> <p>Value creative subjects</p> <p>Interactions with the world of work</p> <p>Safety, mental and physical health</p> <p>Equipped for their unique future</p> <p>Apply to the world beyond</p>
Curriculum Intent		
<p><u>Provide pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life.</u></p> <ul style="list-style-type: none"> - Teach students historical skills such as inference and source analysis in lessons and test them through assessments - Develop their understanding of knowledge in lessons and test these through knowledge tests - Empower students to think and act like `historians` - Student use creative skills in lesson and as part of homework tasks - Use the skill of empathy and decision making during lesson activities - Regular use of independent, pair and group work - Skill to how to interpret and judge sources/written work - Encourage inquisitive learning - Run trips for students in this year group - Students are introduced to and carry out tasks that journalists, archaeologists, historians, designers and leaders of countries would fulfil <p><u>Clearly state the end points that pupils are building towards and the knowledge and skills required to reach them.</u></p> <ul style="list-style-type: none"> - Clear learning objectives and lesson outcomes to our lessons - Students are aware of their pathways and have a clear understanding of their strengths and areas of improvement - Clear outline of assessments that students are to complete - Regular use of peer/self-assessment reflect understanding - Building pathway to GCSE History <p><u>Is planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.</u></p> <ul style="list-style-type: none"> - Planned in chronological order of events - Provide the `big/wider picture` to historical events and time periods 		



- Begins with the basic skills that students will need
- Students are introduced to a skill before being assessed on them
- Topics taught are interlinked and reflected in a metacognitive approach

Has high ambition for all pupils

- Regular use of extension activities
- Challenging assessment tasks are used (GCSE skills assessments)
- Critical thinking skills are explored and developed
- High expectations are apparent to students throughout the year

Term	Topic NB To include Spaced memory retrieval (assessments)	No. of Lessons	Assessment
Autumn (approx. 15 weeks/ 30 lessons)	Introductory unit (2 lessons) <i>Students are introduced to key terms and concepts within History such as sources and interpretations and explore History as a discipline.</i>	2	
	How did the Silk Roads shape our world? This topic explores the Silk Roads during the Medieval period including the development of trade, cities and religion and how ideas spread from Asia to Europe and Africa. Disciplinary concept: <i>Use of evidence and causation.</i> Skills: Use of sources and making inferences; comprehension of interpretations	6	Knowledge test
	What was Britain like on the eve of 1066? <i>This unit provides an overview of the key groups of people living in England before 1066. This includes Celts, Romans, Anglo-Saxons and the Vikings. We explore society through their living conditions, religion and changes they made to Britain.</i> Disciplinary concept: <i>Change and Continuity, Similarity and difference and use of evidence.</i> Skills: Chronology, inferences and similarity/difference	7	Silk Roads and Eve of 1066 <i>Knowledge:</i> Silk roads and Eve of 1066 <i>Skills:</i> Inference – one on Vikings and one on Silk roads with sentence starters; interpretations and analysis of this <i>Understanding:</i> Definitions and PEE paragraph



	<p>How far did the Norman Conquest change Anglo-Saxon England? <i>This topic involves students learning about the invasions of 1066, including the Battle of Hastings, and then looking at the change and continuity between Anglo-Saxon England and the Normans.</i></p> <p>Disciplinary concept: Change and Continuity</p> <p>Skills: Judgement and hypothesis</p>	6	Knowledge test
Spring (approx. 13 weeks/ 25 lessons)	<p>Who held power in Medieval England?</p> <p><i>The students look into the key events of the Medieval Period (1000-1500AD) and try to judge who held the most power in medieval England- the people, the King, nobility or the church and how this changed over time.</i></p> <p>Disciplinary concept: Similarity and difference.</p> <p>Skills: use of interpretations and judgement</p>	7	<p>Normans and Power in Medieval England</p> <p><i>Knowledge:</i> Normans and power in medieval England</p> <p><i>Skills:</i> Inference- two on Magna Carta and one Crusades</p> <p><i>Understanding:</i> definitions and PEEL paragraph</p>
	<p>What does Mansa Musa's life reveal about Medieval Mali? <i>This topic looks at the same time period as studied in the Autumn term but moves the scope to Medieval Mali through the lens of Mansa Musa's life. We look at his wealth, religion and focus on education and what this can tell us about Medieval Mali.</i></p> <p>Disciplinary concept: Significance</p> <p>Skills: Explanation, introduced to source provenance</p>	7	Knowledge test
	<p>Did Medieval women have a limited place in society? <i>This unit focuses on the role of women in Medieval England by exploring the lives of three Queens- Matilda, Eleanor and Isabella. This units follows the unit on Medieval power so offer a differing perspective on power and the role of minorities.</i></p> <p>Disciplinary concept: Significance</p> <p>Skills: Use of interpretations; judgement</p>	6	<p>Mansa Musa and Medieval Queens</p> <p><i>Knowledge:</i> Mali and Queens</p> <p><i>Skills:</i> Nature, origin and purpose of source, two inferences without sentence starters, impression of interpretation and selection of information</p>



			<i>Understanding:</i> Use of interpretations to support judgement paragraph
Summer (approx. 12 weeks/ 24 lessons)	<p>Who was the best Tudor Monarch? <i>The students will study the rise of the Tudors, the impact that each of the monarchs had on the country and analyse the legacy they have left behind in order to make a comparison between their individual and collective significance.</i> Disciplinary concept: Similarity and difference, Significance Skills: Judgement and explanation</p>	10	Knowledge test
	<p>Did the World really turn upside down in the 1640s? <i>Students will look at the causes of the English Civil including the two sides, the key battles, and why the roundheads win. They will then explore the decisions made by Charles I and why he was executed before transitioning onto exploring what Cromwell did and why the monarchy was restored.</i> Disciplinary concept: Similarity and difference, Significance Skills: Significance; judgement</p>	8	<p>Tudors and Civil War <i>Knowledge:</i> Tudors and Civil War <i>Skills:</i> use of sources <i>Understanding:</i> Definitions and explanation questions</p>
	<p>How can we find out about Ruislip's History? This topic reviews a lot of previous knowledge such as Anglo-Saxon England by looking at Ruislip in the Domesday Book and the changes made to Ruislip throughout the last 1000 years. This will both recap knowledge and introduce future topics such as the Industrial Revolution and the Cold War. Disciplinary concept: Change and Continuity Skills: Use of evidence, chronology</p>	5	