

KS3 Long Term Curriculum Plan: History, Year 7

Curriculum Aim:

The Year 7 curriculum is designed to introduce students to the key historical concepts of chronology, time, source investigation, and historical location, while also encouraging them to understand how historians organise, explain, and interpret the past. The Year 7 curriculum also seeks to tell the story of the UK and explore the diversity of the population, through an investigation of different religious beliefs, the changing role of women, and the interactions between the indigenous people of the UK and people from Europe, Africa, and the Middle East.

Link to prior learning: The Year 7 curriculum seeks to build what students may have been taught in KS2 History into a historical narrative and chronological framework, as well as developing those chronological understandings of how history is recorded.

Rationale of sequencing: The Year 7 curriculum is largely chronological, with key case studies and enquiries placed in the year according to where they lie in the chronology of the period. The only exception to this is the Plantagenets, who are placed after Medieval Religious Beliefs, as it is only by really fully appreciating religious beliefs of the middle ages that we can explain the actions of medieval people throughout each of the remaining case studies.

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn 1	What is History? Saxon England	The year starts with an introduction to historical skills through both contemporary and general historical case studies to introduce students to the key skills and concepts that will allow them to unpack the rest of the course. <ul style="list-style-type: none"> • Chronology • Centuries • AD and BC • Inference • Interpretation • Source analysis The course continues with an exploration of Saxon life, picking up the narrative of the UK where the KS2 curriculum finishes, and beginning the narrative of KS3 through evidence work . <ul style="list-style-type: none"> • Alfred the Great • Saxon life • Sutton Hoo 	Baseline Assessment, testing source analysis (AO3), historical explanation (AO2) and knowledge and understanding (AO1).
Autumn 2	Norman Invasion Medieval Religious Beliefs	The Year 7 course continues with an investigation of the Norman Invasion of 1066, where the explicit KS3 curriculum begins, looking at the causes of Norman victory and its impact . <ul style="list-style-type: none"> • Contenders to the throne • The Battle of Hastings • William's problems and solutions The Year 7 course then moves on to study medieval religious belief to help students understand the importance of these beliefs, and how they motivated the people of the middle ages. <ul style="list-style-type: none"> • The Medieval Church • Heaven, Hell, and Purgatory • Thomas Becket 	Why did William win the Battle of Hastings? – Causation essay. Assessment Week 1 Narrative account of the death of Thomas Becket.
Spring 1	The Plantagenets: What was life like for Medieval women?	The Year 7 curriculum introduces medieval women and looks at two queens and their dynasty to investigate what a 'good' medieval woman was like based on evidence and empathy . <ul style="list-style-type: none"> • Mathilde and Stephen • Eleanor of Aquitaine • Henry II • Richard I • John I 	Was Eleanor of Aquitaine 'strange'?

	The Crusades	<p>The study of medieval religion also helps us to explain the outbreak of the Crusades, and gives us the opportunity to compare life in Medieval Europe to life in the Middle East.</p> <ul style="list-style-type: none"> • Reasons to go on Crusade • Battle for Jerusalem 	Analysis of Kingdom of Heaven's interpretation of the Crusades.
Spring 2	<p>Salah ad-Din and the Islamic World</p> <p>Peasant Life</p>	<p>A study of the Crusades allows us to compare and contrast the lives of people in Medieval Europe and the lives of people in Medieval Africa and Asia, as well as challenging the interpretation that the Crusades were a time of constant warfare.</p> <ul style="list-style-type: none"> • Salah ad-Din the Merciful or Merciless? • Medieval Baghdad <p>Before dealing with the final key events in the lives of Medieval people, and the impact that these events would have on their lives, it is important to then spend time empathising with the lives of medieval peasants.</p> <ul style="list-style-type: none"> • The farming year • Life in a medieval village 	Assessment Week 2 Source analysis on Salah ad-Din
Summer 1	The Black Death	<p>The events of the Black Death give historians the best opportunity to examine change in the lives of medieval people.</p> <ul style="list-style-type: none"> • Causes of the Black Death • Bubonic and Pneumonic Plague • Impact 	
Summer 2	<p>Medieval Crime</p> <p>What do the Ottomans tell us about Empire?</p>	<p>In the final half term of the year, we have an opportunity to examine some of the key elements of medieval crime and punishment, exploring social history, but also familiarising our students with some of the content of GCSE.</p> <ul style="list-style-type: none"> • Trials by Ordeal • Medieval Punishments • Avoiding punishments <p>We use the final part of Year 7 History to signpost the themes that we will explore later in Year 8 by looking at the issue of Empire and expanding the work that was done on the Islamic Empire by looking into the Ottoman Empire in the 16th Century.</p> <ul style="list-style-type: none"> • The development of the Ottoman Empire • Life in the Ottoman Empire • Suleiman the Magnificent • Life for women in the Ottoman Empire • The decline and fall of the Ottoman Empire 	End of Year Exam – Year 7

Further Information

Please see the following links for useful support with the Year 7 curriculum:

<https://spartacus-educational.com/>

<https://www.bbc.co.uk/history/british/>