



# Year 7 History



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

### What makes a good historian?

Students will learn the key skills to become a good historian. They will be able to place things in chronological order, identify the difference between fact and opinion and learn how to make inferences from sources.

### How did William conquer England?

#### **Key concepts: Monarchy, Invasion, Power & Warfare**

In this unit our students will learn about succession. They will gather an understanding about past invaders of Britain and why it was an appealing country to invade. They will discover how succession of the monarchy worked and analyse the factors that led to William successfully conquering England.

### How did William keep control of England?

#### **Key concepts: Power, Rebellion & Taxation**

Students will look at how the monarchy-controlled people and dealt with rebellions. They will see how the Normans structured society and taxed people. They will learn about the foundations of medieval life.

### How powerful was the Medieval church?

#### **Key concepts: Power, Religion, Law & order**

Students will understand the importance of the medieval church by looking at the role it played in the lives of individuals. They will see why people acted the way they did and how the church influenced the monarchy.

### What was life like in Medieval England?

#### **Key concepts: Trade, Migration, Farming, Religion**

Students will look at how archeology can help us find out about the past. We will make comparisons between the lives of the rich and the poor and consider what mattered to them. They will also compare the lives of those in the town and villages and how migration affected the development of towns.

### The Crusades

#### **Key concepts: Power, Religion & Warfare**

Students will revisit the concept of religion as they see how faith influenced war. They will consider why people went to fight, what it was for and the

## Core Skills

**Causation:** the ability to look at a range of factors and explain how they lead to a certain outcome. A conclusion is then made where factors are compared and final judgements made on what factor was most significant/important.

**Interpretations:** students will be able to look at a range of opinions on the same historical event/person and understand and explain why they are seen differently by different people, or how the assessment of an individual can change over time. They will understand how external factors can influence our judgements.

**Comparison:** Students will be able to identify similarities and differences between events, time periods and people and appreciate why those distinctions are there.

**Source Utility:** students will be able to critically evaluate where information comes from. They will be able to engage with material from a range of time periods and evaluate how valuable it is.

**Change over time:** students are able to identify changes and understand what created them. They will be able to show that change can be both positive and negative and that changes can be progressive and non-progressive. They will also see that not all things change and the similarities between time periods.

**Significance:** students will be able to identify key moments in history or in the lives of historical figures and why and how these things have impacted society since.

**Judgement:** Students will be able to analyse key arguments and consider a range of perspectives before evaluating and making clear judgments and supporting their opinion with evidence.

# Year 7 History continued



What have students at St. Crispin's been taught to understand and be able to do?

Impact that the war had on each culture.

## How is King John remembered?

**Key concepts: Democracy, Parliament, Power & Monarchy**

A small case study to see how views can change over time. Students will also consider how the monarchy could be challenged and the development of democracy.

## Why did the English need castles?

**Key concepts: Warfare, Power**

A small case study that revisits the idea of castles used to control people. Students will look at the development of castles and how they have changed over time. They will also look at the relationship with Wales.

## Black Death & Peasants Revolt

**Key concepts: Trade, Disease, Rebellion, Democracy, Power.**

Students will identify symptoms and see how pandemics can spread. They will consider the impact that they had and what changes they introduced. They will consider the long-term implications and how revolts and protests start and evaluate their success.

## Why did Henry break with the Catholic Church?

**Key concepts: Monarchy, Power, Religion**

Students will look at how society began to change. Looking at the ideas of Martin Luther and seeing how this influenced Henry VIII and the changes he made to the church and the impact this had on the people.

## What was life like in Tudor England?

**Key concepts: Trade, Migration, Exploration**

Students will see how society adapted to religious change and how the lives of the rich and poor changed and how advances in technology led to new discoveries.

## To what extent was Elizabeth a golden queen?

**Key concepts: Propaganda, Exploration, Warfare**

Students will look at the different aspects of Elizabeth's reign including propaganda, succession, invasion and exploration to reach a judgement of how successful Elizabeth was as monarch.



## Year 7 History continued



### How has learning been assessed?

There will be a range of assessment methods used to check the progress of our students. These include:

- Regular subject knowledge quizzes (These will take place at the end of each unit)
  - Extended pieces of writing
  - Independent research projects
- An end of year test (this will assess students' subject knowledge and skill set)

### What is coming up in the following year?

In Year 8 students will cover the following topics:

- The Gunpowder Plot
- English Civil War
- Oliver Cromwell
- Witchcraft
- Industrial Revolution
- The British Empire
- The Slave Trade
- Victorian Britain

#### TRIP:

To complement our study of medieval castles, students get the opportunity to visit Warwick Castle and explore the castle defences. Students witness over 1,100 years of history which comes vividly to life, in one of Britain's finest medieval fortresses. Students clamber up the defensive mound of the original castle, before ascending the spiral staircase to the top of the guard's tower. Once the coast is clear of enemy soldiers they walk the castle walls before heading back to firm ground to watch the birds of prey. Inside the castle, they can admire the grand luxury and discover the history behind the fortress. Of course, no castle visit is complete without an archery show or watching the great Trebuchet fire! An amazing trip that captures the imagination and brings history to life.