

Curriculum Map Year 7 History

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
Exploring history: Historical skills, chronology, bias, anachronisms	<i>Autumn HT1</i>			These skills will be helpful throughout the Ks3 curriculum and will be assessed to some degree in GCSE and A level. All future lessons will involve some use of these
The Romans	<i>Autumn HT1</i>	<ul style="list-style-type: none"> the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 at least one study of a significant society or issue in world history and its interconnections with other world developments 	Myths studied in year 6 Empire studied in y6 Romans year 3	Students will cover the nature of Empire building again in year 8 whilst looking at the British Empire and additionally when evaluating the impact of Imperialism as a cause of WW1. At GCSE level students will also study Colonies in the Migration, Empires and People paper
Romans in Britain	<i>Autumn HT2</i>	<ul style="list-style-type: none"> the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 at least one study of a significant society or issue in world history and its interconnections with other world developments 	Romans – year3	Students will study the impact of invading forces in the 1066 topic and in the Migration, Empire and People paper at GCSE.
Vikings and Alfred the Great	<i>Autumn HT2</i>	<ul style="list-style-type: none"> the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles 	<p>Year 4: Know dates of Viking invasions Know about changes in housing, culture, leisure, other buildings. What life was like during the invasions.</p> <p>Explore the effect of the raids on Anglo-Saxon communities & its impact on British history Living Hist trip to Tatton Park; facts about Sutton Hoo</p>	The Vikings / Alfred is an assessed part of the GCSE paper – Migration, Empire and People. Additionally students will study the nature British identity arguably started by Alfred at multiple points throughout the History curriculum
Battlefield Britain – 1066	<i>Spring HT3</i>	Norman conquest (cited as an example to meet The development of Church, state and society in Medieval Britain 1066-1509)		At GCSE we study an entire paper on the Normans and this work sets an important foundation. The importance of religion taught through the papal banner is also picked up on later in year 7 in the Medieval Religion topic and again in year 8 when studying the Reformation
The Normans	<i>Spring HT3</i>	Norman conquest (cited as an example to meet The development of Church, state and society in Medieval Britain 1066-1509)		At GCSE we study an entire paper on the Normans and this work sets an important foundation
Castles	<i>Spring HT3</i>		Year 2 - Trip to local castle: Chirk Castle	At GCSE we study an entire paper on the Normans and this work sets an important foundation

Medieval Life	<i>Spring HT4</i>	<ul style="list-style-type: none"> society, economy and culture: for example, feudalism, religion in daily life (parishes, monasteries, abbeys), farming, trade and towns (especially the wool trade), art, architecture and literature (cited as an example to meet The development of Church, state and society in Medieval Britain 1066-1509) 		Certain elements studied here is picked up again e.g Medieval Women will be picked up again when studying female suffrage in year 9. The feudal system will be studied again when looking at Medieval Kingship in Summer HT5
Medieval religion	<i>Spring HT4</i>	<p>The development of Church, state and society in Medieval Britain 1066-1509</p> <ul style="list-style-type: none"> the Black Death and its social and economic impact (cited as an example to meet The development of Church, state and society in Medieval Britain 1066-1509) 		The impact of religion is studied again when Studying the Reformation in year 8
Medieval Kingship and revolt	<i>Summer HT5</i>	<ul style="list-style-type: none"> Magna Carta and the emergence of Parliament (cited as an example to meet The development of Church, state and society in Medieval Britain 1066-1509) Peasants revolt (cited as an example to meet The development of Church, state and society in Medieval Britain 1066-1509) 		The nature of leadership and assessing interpretations of Kings / leaders is a skill that will be constantly re visited both at KS3 but also KS4/5. E.g we investigate if Henry VIII was a good King in y8, if the Suffragettes were good leaders in y9 etc
Hundred years war	<i>Summer HT5</i>	<ul style="list-style-type: none"> Hundred years War (cited as an example to meet The development of Church, state and society in Medieval Britain 1066-1509) 		This is assessed element of the GCSE specification on the Migration, Empire and People paper.
The Crusades	<i>Summer HT6</i>	<ul style="list-style-type: none"> Christendom, the importance of religion and the Crusades (cited as an example to meet The development of Church, state and society in Medieval Britain 1066-1509) 		War and motivation to fight will be explored in year 8/9 when looking at WW1 and WW2
Local History	<i>Summer HT6</i>	<ul style="list-style-type: none"> a local history study 	Year 2 – trip to local castle	