

YEAR 7 HISTORY

YEAR 7 History INTENT	In year 7 students begin by exploring the fundamental skills required in order to be a successful and effective Historian. These skills include; chronology, source skills and key vocabulary. Year 7s will spend most of their year analysing the different aspects of England's development, from invaders, such as the Romans and Saxons who set the foundations for much of our culture and customs, to Medieval Kings and the problems they faced during their reigns from threats from abroad to within their own kingdom.
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Exam Information (Y10-11)	Board:	Edexcel History 9-1
	Qualification:	GCSE
	Website link to specification/resources:	https://qualifications.pearson.com/en/qualifications/edexcel-gcse/history-2016.html

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What was Britain like before 1066?	Threats to power, 1066-1400	What was medieval life like?	How did castles develop in Britain?	Human Rights Through Time	
Focus - foundation in History Skills – chronology, significance and change and continuity Knowledge of chronology – 1000-Modern key time periods and vocab taught Celts, culture + Boudicca – chronology/narrative Romans culture – focus on change Saxons- significance Vikings – change/continuity	Focus – source analysis, knowledge and significance Threats from Invaders - Contenders to the throne 1066. Battle of Hastings significance Threats from the Church Power of the Church vs State knowledge of medieval period Murder of Thomas Becket source investigation Threats from Barons - Magna Carta – Baron's Rebellion source work on King John Threats from People - Peasants Revolt significance Threats from abroad – Agincourt knowledge	What can a disappearing village tell us about peasant life in the Middle ages? What was life like in medieval towns? How did the Black Death affect the people of England What can attempts to cure the Black Death tell us about Medieval Medicine? How did the events of the Black Death affect England? Medieval Medicine What was law and order like before 1215? What did the Lollards protest about? How did the Crusades improve Medieval Medical knowledge?	Why were Motte and Bailey castles built in England? How did William Control England? How did castles develop and change across the Medieval Period? How were castles attacked and defended? What was life like in a Medieval Castle Case Study: The Development of Windsor Castle	What are Human Rights? What were England's laws before 1066? How did the power of Parliament grow? How did Harriet Tubman resist slavery? How did Parliament abuse its powers in the 18th and 19th centuries? How did people campaign for the vote? How were immigrants treated in Britain in the 20th century? How did Parliament abuse its powers in the 18th and 19th centuries? How did people campaign for the vote? How were immigrants treated in Britain in the 20th century?	
Can do statement 3 (M): I can place Britain's History pre 1066 into chronological order, describing similarities and differences between the periods Can do statement 2 (S): I can place Britain's History pre 1066 into chronological order, identifying similarities and differences between the periods Can do statement 1 (D): I can begin to place Britain's History from Bronze age to 1066 in chronological order recognising some	Can do statement 3 (M): I can use subject specific vocabulary to describe events from this topic. I can select source material and from that, quotes that best support my description. Can do statement 2 (S): I can use subject specific vocabulary to describe events from this topic selecting quotes to support my description Can do statement 1 (D): I can describe events from this Medieval period, selecting details from source material to help me. Students use a range of map skills to locate Asia,	Can do statement 3 (M): I can use subject specific vocabulary to describe events from this period and describe historical change and continuity in detail Can do statement 2 (S): I can use subject specific vocabulary to describe events from this period and describe changes and continuities within it Can do statement 1 (D): I can describe events from this Medieval period, and identify similarities and differences within it.	Can do statement 3 (M): I can use source material to support my descriptions of chronological development of castles in England describing the changes and continuities. Can do statement 2 (S): I can use sources to describe how castles developed in England throughout the Medieval Period. Can do statement 1 (D): I can select sources to help me describe how castles developed in England..	Can do statement 3 (M): I can explain how Human Rights have developed over time and compare and contrast developments to assess which events and people are most significant in the development of Human Rights. Can do statement 2 (S): I can describe how Human Rights have developed over time and compare and contrast developments to identify which events and people are most significant in the development of Human Rights. Can do statement 1 (D):	

<p>similarities and differences between the different periods.</p>	<p>as well as developing a detailed knowledge of Asian culture (in at least 2 countries). They have a thorough understanding of the ecosystems and climate.</p>			<p>I can identify some of the events through time which have led to the Human Rights we have today. contrast developments to identify which events and people are most significant in the development of Human Rights to reduce the impacts.</p>
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