

Year 7 History Curriculum on a Page

Term One

What we will be learning (Key subject content and themes)

- Introduction to key history skills – Chronology, anachronisms, use of evidence
- When was Britain at its best? An exploration of Britain from Stonehenge to 1066
- Big Question for term - Who had the power in Medieval times? Britain 1066 – 1485 – An analysis of Medieval Kings, Knights, Religion and everyday life for the peasants. Key topics include Battle of Hastings, murder of Thomas Becket, King John, Knights and Castles, the Black Death, the Peasants' Revolt, Richard III and the Princes in the Tower, the Crusades.

How we will be learning (Learning approaches including Learning Habits)

- ✓ Use of "big questions" to tie learning together across the whole term.
- ✓ Making links and identifying themes
- ✓ Analysing and evaluating source evidence
- ✓ Selection and prioritising of evidence
- ✓ Weighing up key factors and reading conclusions
- ✓ Comparing different interpretations and perspectives of the past
- ✓ Development of literacy – reading for understanding and writing to argue
- ✓ Use of progress trackers, learning conversations, peer assessment to monitor progress and set targets for development

Try This at home

Use the library to deepen understanding of the period by reading around the subject.

Investigate local history by exploring Exeter Museum's website at www.rammuseum.org.uk

Try reading some historical novels set during the periods you are studying.

Term Two - Home Learning will be set within this unit

What we will be learning (Key subject content and themes)

Key Question for term – Who had the power in Medieval times? Continued. Followed by:

How do Historians best define the Tudors and Stuarts? An exploration of Power, religion and money in England 1485-1688. Key content areas:

- ✓ Life in Tudor and Stuart London
- ✓ Henry VIII
- ✓ Elizabeth and the Spanish Armada
- ✓ Gunpowder Plot
- ✓ English Civil War Home learning project
- ✓ Execution of Charles I
- ✓ Life under Cromwell
- ✓ Restoration London and the Glorious revolution
- ✓ Balloon debate – who were the best and worst kings and queens?

How we will be learning (Learning approaches including Learning Habits)

- ✓ Use of "big questions" to tie learning together across the whole term.
- ✓ Making links and identifying themes
- ✓ Analysing and evaluating source evidence
- ✓ Selection and prioritising of evidence
- ✓ Weighing up key factors and reading conclusions
- ✓ Comparing different interpretations and perspectives of the past
- ✓ Development of literacy – reading for understanding and writing to argue
- ✓ Use of progress trackers, learning conversations, peer assessment to monitor progress and set targets for development
- ✓ Projects, presentations, role-play, discussions

Try this at home:

Use the library and websites such as www.bbc.co.uk/history to deepen understanding of the period.

Research the history of your local area during the English Civil War – can you find any street names or buildings that reference the civil war, or any other period?

Term Three

What we will be learning (Key subject content and themes) – Tudor and Stuart period, continued.

An exploration of Power, religion and money in England 1485-1688. Key content areas:

- ✓ Life in Tudor and Stuart London

- ✓ Henry VIII
- ✓ Elizabeth and the Spanish Armada
- ✓ Gunpowder Plot
- ✓ English Civil War Home learning project
- ✓ Execution of Charles I
- ✓ Life under Cromwell
- ✓ Restoration London and the Glorious revolution
- ✓ Balloon debate – who were the best and worst kings and queens?

How we will be learning (Learning approaches including Learning Habits) See strategies for terms 1 and 2.

Try this at home:

Use the library and websites such as www.bbc.co.uk/history to deepen understanding of the period.
Research the history of your local area during the English Civil War – can you find any street names or buildings that reference the civil war, or any other period?