

Year 7 Curriculum Overview 2025/26
Subject History

<u>Enquiry Questions</u>	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
Autumn Term						
HT1						
What is History?	<p>How do Historians use Evidence to find out about the past?</p> <p>How do Historians choose what events and people from the past are <i>significant</i>?</p>	<p>Concepts Key Individuals</p> <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Evidence Chronology Significance What is History? What is Chronology? What is significance? 	<p>Substantive and disciplinary knowledge recall at the start of every lesson</p>	<ul style="list-style-type: none"> Explicit teaching of key vocabulary Guided reading Oracy – discussion/debate Explicit teaching of key vocabulary Guided reading Oracy – discussion/debate 	<ul style="list-style-type: none"> Critical thinking Selecting evidence Summarising information Evaluation of different viewpoints Understanding diversity and migration 	<p>MCQ's (x2)</p> <p>Formative assessment of using Evidence in history</p>
How were the Silk Roads the 'World's central nervous system'?	<p>To understand the impact of the Silk Roads within the Medieval world.</p>	<p>Concepts Changing societies Economics Religion War Empire</p>	<p>Substantive and disciplinary knowledge recall at the</p>	<ul style="list-style-type: none"> Explicit teaching of key vocabulary Guided reading Oracy – discussion/debate 	<ul style="list-style-type: none"> Critical thinking Analysis Evaluation Team work 	<p>MCQ's; (x2)</p> <p>Summative Assessment of substantive</p>

		<p>Disciplinary Knowledge Consequences Evidence Significance Change and Continuity</p> <ul style="list-style-type: none"> • What were the Silk Roads? • What was significant about them? • How did war and religion impact them? • Why was Baghdad significant? • What were the consequences of the Silk Roads? 	start of every lesson			and disciplinary knowledge learnt in Term 1
HT2						
Did the Normans bring a truck load of trouble?	To understand the impact of the Norman Invasion on Britain	<p>Concepts Changing societies Invasion and Conflict Religion</p> <p>Disciplinary Knowledge Consequences Evidence Significance Change and Continuity</p> <ul style="list-style-type: none"> • Contenders • The Battle of Hastings; • Problems for the Normans • Solutions: Castles; Domesday Book; Feudal System; 	Substantive and disciplinary knowledge recall at the start of every lesson	<ul style="list-style-type: none"> • Explicit teaching of key vocabulary • Guided reading • Oracy – discussion/debate 	<ul style="list-style-type: none"> • Critical thinking • Analysis • Evaluation • Team work 	MCQ's Formative – extended writing

		<ul style="list-style-type: none"> Changes to language; laws and customs 			
Catholicity across the History Curriculum:	<ul style="list-style-type: none"> When students are first introduced to source work there will be a direct referral to St Bede, particularly when discussing whether sources are accurate and can be trusted. When teaching about the Silk Roads, there is emphasis on the interconnectedness of cultures along the Silk Roads. The students will learn that trade not only exchanged goods but also ideas, religions and values, fostering a sense of global community that aligns with the Catholic principle of solidarity. 				

Year 7 Curriculum Overview [2024-2025]
Subject History

Spring Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT3						
What did people protest about in Medieval times?	Understanding the consequences of the Black Death and the causes of the Peasants Revolt.	<p>Concepts Protest Changing societies Religion</p> <p>Disciplinary Knowledge Causes Consequences Evidence Significance Change and Continuity</p> <ul style="list-style-type: none"> What caused the Black Death? <ul style="list-style-type: none"> How did it spread? How did people respond? Who healed the sick? What did the Black Death change? 	Substantive and disciplinary knowledge recall at the start of every lesson	<ul style="list-style-type: none"> Explicit teaching of key vocabulary Guided reading Oracy – discussion/debate 	<ul style="list-style-type: none"> Critical thinking Analysis Evaluation Team work 	MCQ's (x2)

		<ul style="list-style-type: none"> • Why were people so angry in 1381? • What were the consequences of the Peasant's Revolt? 				
HT4						
How did Religion cause tension in the Middle Ages?	Understanding of the key role religion played in Medieval Society and the conflict that grew between Church and State	<p>Concepts Religion Protest Government</p> <p>Disciplinary Knowledge Cause Consequence Evidence Significance</p> <ul style="list-style-type: none"> • The power of the Medieval church – role it played in society, wealth & influence • Why the Medieval Church was so central to lives in the Middle Ages • A power struggle: Thomas Becket and King Henry VII 	Substantive and disciplinary knowledge recall at the start of every lesson	<ul style="list-style-type: none"> • Explicit teaching of key vocabulary • Guided reading • Oracy – discussion/debate 	<ul style="list-style-type: none"> • Critical thinking • Analysis • Evaluation • Team work 	MCQ's (x2) Summative Assessment of substantive and disciplinary knowledge learnt in Terms 1 and 2
Why was Jerusalem worth dying for?	Understanding the key role of Jerusalem and	<p>Concepts Invasion and Conflict Religion Diversity</p>	Substantive and disciplinary knowledge	<ul style="list-style-type: none"> • Explicit teaching of key vocabulary • Guided reading 	<ul style="list-style-type: none"> • Critical thinking • Analysis • Evaluation 	

	what Crusaders were fighting for	<p>Changing Societies</p> <p>Disciplinary Knowledge Cause Consequence Evidence Significance</p> <ul style="list-style-type: none"> • Motives of the Crusaders • Why did the first Crusade take place? • Life in the Outremer. • The Third Crusade. • What the Western World gained from the East 	recall at the start of every lesson	<ul style="list-style-type: none"> • Oracy – discussion/debate 	<ul style="list-style-type: none"> • Team work 	
--	----------------------------------	--	-------------------------------------	---	---	--

Catholicity across the History Curriculum:	<ul style="list-style-type: none"> • Continuous reference to St Bede when looking at source work. • Students will explore the profound impact of the Black Death on society with an emphasis on the suffering experienced by the poor which led to the Peasants revolting. The Peasants’ Revolt serves as a critical example of the struggle for social justice, where the lower classes sought to address their grievances against unfair treatment. This connects to Catholic Social Teaching as it emphasized the importance of advocating for the rights of the poor and vulnerable.
---	--

Year 7 Curriculum Overview [2024-2025]	Subject History
---	------------------------

Summer Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT5						
Why does the Monarch need a government?	To understand how the Monarch was forced to give some of their	Concepts: Government Rebellion/Protest	Substantive and disciplinary knowledge recall at the	<ul style="list-style-type: none"> • Explicit teaching of key vocabulary • Guided reading • Oracy – discussion/debate 	<ul style="list-style-type: none"> • Critical thinking • Analysis • Evaluation • Team work 	MCQ’s (x2) Formative Assessment – using evidence

	power to form a government.	<p>Disciplinary Knowledge: Cause Consequence Significance Evidence; Change and continuity</p> <ul style="list-style-type: none"> • Was John really a bad King? • The First Baron's War and the Magna Carta • Did Henry III learn from John on how to rule? • How did the Barons reduce Royal power? 	start of every lesson			and extended writing
<p>Catholicity across the History Curriculum:</p>	<ul style="list-style-type: none"> • The Magna Carta represents a pivotal moment in the establishment of legal rights and the limitation of royal power. Within this, there is emphasis on the dignity of the individual and the importance of justice in society. During this topic students will be encouraged to discuss how these principles can be applied to modern day issues of justice and human rights. 					