

Year 7 Curriculum Overview 2026-27
Subject History

Enquiry Questions Autumn 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]			
HT1						
What is History? How do Historians use Evidence to find out about the past? How do Historians choose what events and people from the past are <i>significant</i> ?		Concepts - History - Historian - Source Disciplinary Knowledge - Evidence - Chronology - Significance - What is History? - What is Chronology? - What is significance? Disciplinary Knowledge Cause Consequence Evidence	Throughout all units: - Weekly low-stakes retrieval quizzes revisiting key vocabulary and historical concepts. - Retrieval of knowledge from previous lessons and cumulative retrieval from earlier units throughout the year to strengthen	Throughout all units: - Explicit teaching of Tier 2 and Tier 3 vocabulary. - Guided reading of historical texts and sources. "When I say... you say..." vocabulary retrieval. - Oracy through paired discussion, debate and justification. - Structured historical writing using PEEL paragraphs. - Reading comprehension using historical sources. - Modelling and practising	Throughout all units: - Critical thinking and problem solving. - Communication through discussion and written explanation. - Teamwork during collaborative enquiry tasks. - Organisation and independent learning. - Analytical skills through evaluating evidence. - Resilience when interpreting challenging	MCQ's (x2) Formative assessment: Explain the significance of the Titanic.

			long-term memory.	extended historical writing.	historical sources	
HT2						
How were the Silk Roads the World's central nervous system'?	To understand the impact of the Silk Roads within the Medieval world. To understand how trade ,religion, ideas and technology spread across continents.	Concepts Silk Roads Trade Pilgrimage Migration Disciplinary Knowledge Consequences Evidence Significance • What were the Silk Roads? • What was significant about them? • Why was Baghdad significant? • What were the consequences of the Silk Roads?				MCQ's; (x2) Summative Assessment of substantive and disciplinary knowledge learnt in Term 1
Catholicity across the History Curriculum:	• 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.					
HT3						

Did the Normans bring a truck load of trouble?	To understand the impact of the Norman Invasion on Britain	Concepts Invasion Feudal System Monarchy Heir Disciplinary Knowledge Change and continuity Interpretations Cause Consequence Evidence Significance • Contenders • The Battle of Hastings; • Problems for the Normans • Solutions: Castles; Domesday Book; Feudal System;				MCQ's Formative: How convincing is Schama's interpretation that the Normand brought a 'truckload of trouble'?
HT4						
What did people protest about in Medieval times?	Understanding the consequences of the Black Death and the causes of the Peasants Revolt.	Concepts Protest Rebellion Taxation Feudal System Peasant Disciplinary Knowledge Causes Consequences Evidence • What caused the Black Death? • How did it spread?				MCQ's (x2) Summative Assessment of substantive and disciplinary knowledge learnt in Term 2

		• How did people respond? • Who healed the sick? • What did the Black Death change? • Why were people so angry in 1381? • What were the consequences of the Peasant's Revolt?				
Catholicity across the History Curriculum:	• 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.					
HT5						
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 Understanding the key role of Jerusalem and what Crusaders were fighting for	Concepts Religion Crusade Christianity Monarch State Diversity Disciplinary Knowledge Cause Consequence Evidence Significance • The power of the Medieval church – role it played in society, wealth & influence				MCQ's (x2) Formative Assessment: Why did people go on crusades?

		• Why the Medieval Church was so central to lives in the Middle Ages • A power struggle: Thomas Becket and King Henry VII • Motives of the Crusaders • Why did the first Crusade take place? • What the Western world gained from the East. • Why was Eleanor of Aquitaine significant?				
HT6						
Why does the Monarch need a government?	To understand how the Monarch was forced to give some of their power to form a government.	Concepts: Government Rebellion/Protest Disciplinary Knowledge: Cause Consequence Significance Evidence; Change and continuity • Was John really a bad King?				MCQ's (x2) End of Year Assessment: Assessment of substantive and disciplinary knowledge learnt in Year 7.

		• 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?				
Catholicity across the History Curriculum:	• 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.					