

Subject : History		Year Group: 7			
Scheme title	History Mysteries	Invaders- Vikings & Normans	Life in Medieval Britain	Black Death	The Reformation in England
Purpose of scheme	This unit is an introduction to historical debate and will encourage students to think critically, weigh evidence, sift arguments, and develop judgements.	This unit deepens students understanding of British history before 1066 and teaches students about a key aspect Britain's history: how England was conquered and controlled by the Normans. It also develops students understanding of how evidence is used rigorously to shape Historical enquiry	This unit deepens students understanding the development of Church, state and society in Medieval Britain and encourage students to develop their understanding of the Historical concept of Similarity and difference to learn about how different people lived in the Middle Ages.	This unit deepens students understanding the development of Church, state and society in Medieval Britain and develops students understanding of a key event in European history. Students will understanding differing impacts of the Black Death, from cultural, economic and political perspectives both in the short term and the long term. This also connects to our GCSE Britain: Health and the People topic.	This unit gives students understanding of a key process in European History and the development of Church, state and society in Britain from 1509 onwards. Students will learn about the reasons for the Reformation and develop an understanding of the consequences of the Reformation both locally and in Europe. Students will also develop the historical skill of assessing change and continuity to draw connections across the reigns of 4 monarchs
Knowledge in sequence	<p>We will teach about a range of unanswered mysteries across time. We will also teach students about the importance of historical debate and use of evidence.</p> <p>1. The Tollund Man – students will use evidence associated with an archaeological find to determine the cause of death of the Tollund Man.</p> <p>This will develop students understanding of the importance of evidence</p> <p>2. Stonehenge – students will engage with different theories about the purpose of Stonehenge and decide which historical debate they agree with</p> <p>3. Princes in the tower – students will gain an overview of who Richard III was. Students will then categorise evidence to identify the most likely suspect for the princes' murder</p> <p>4. Gunpowder – students will gain insight into the background of the gunpowder plot. They will use evidence to decide whether they agree with the interpretation that the Gunpowder plot was a set up (combine use of evidence and historical debate)</p> <p>5. Moon Landings – students will utilise evidence to determine whether they agree with the conspiracy theory about the moon landings being faked – link to fake news and trustworthy news sources today</p>	<p>We will teach about Viking society in Yorkshire, England and the wider world:</p> <ul style="list-style-type: none"> •Narrations of the Viking world and positive/negative achievements of Viking society. •Viking settlement in England and relations with English Christians. •Viking settlement in Jorvik and what life was like for different people in society. <p>We will teach about key events during the Norman Conquest in England:</p> <ul style="list-style-type: none"> •The death of Edward the Confessor and the succession crisis of 1066. •The battles of Fulford Gate, Stamford Bridge and Hastings. •William's methods of establishing control over England including the Harrying of the North. <p>We will teach about the impact of the Normans upon Yorkshire and England:</p> <ul style="list-style-type: none"> •Support for contenders to the throne. •Key events in the locality such as the battles of Fulford Gate and Stamford Bridge. •Impact of and reasons for Norman policies affecting Yorkshire and Northern England. 	<p>We will teach about what it was like to live in Medieval Britain. We will focus on 5 key areas:</p> <p>How was society structured in the Medieval times? Including:</p> <ul style="list-style-type: none"> •The structure of the feudal system •Key terms: Peasant, Knight, Lord, King, Hierarchy •This lesson will have the option to engage in feudal system game – this is a trading card game that demonstrates how the feudal system works <p>What was it like living in Medieval times? Including:</p> <ul style="list-style-type: none"> •Comparing life in a medieval village to a town •How clean medieval towns and villages were <p>What was Medieval Religion like? Including:</p> <ul style="list-style-type: none"> •What the Catholic religion was •What the Catholic religion was like – focus on key aspects like language, what it looked like, lots of images for the illiterate <p>How did the king keep control in medieval times? Including:</p> <ul style="list-style-type: none"> •Castles – what they were used for and how they developed •Here students have chance to design their own castle <p>What was it like to be a Medieval knight? Including:</p> <ul style="list-style-type: none"> •Students to learn about the role and life of a knight •Tournaments and jousting 	<p>We will teach about the Black Death and how it affected England in the 14th Century</p> <p>We will look at what the Black Death was including:</p> <ul style="list-style-type: none"> •Where the Black Death came from •The causes of the Black Death •The symptoms of the Black Death <p>We will look at beliefs about the Black Death and its causes. Including:</p> <ul style="list-style-type: none"> •Bias about the causes of disease generally – the four humours & punishment for sin, astrology •Specific ideas about the causes of the Black Death – blamed on Jews and witches <p>We will teach about the methods of treatment. Including:</p> <ul style="list-style-type: none"> •Where people could go to get medical treatment & different kinds of medical practitioner •What cures people tried and why <p>We will look at the effects of the Black Death on England. Including:</p> <ul style="list-style-type: none"> •Case study of Wharham Pery •Short and Long term consequences – economic, social & political impacts •The Peasants Revolt 	<p>We will teach about the Reformation in Europe in the 16th Century and focus mainly on its impact in Britain.</p> <p>We will teach about why people objected to the Catholic Church, including:</p> <ul style="list-style-type: none"> •Martin Luther and his 95 theses <p>We will teach about the Break with Rome including:</p> <ul style="list-style-type: none"> •Why Henry VIII wanted to change the religion of England •What impact the change had on England – dissolution of monasteries, religious unrest <p>We will teach about how Edward VI continued the Reformation, including:</p> <ul style="list-style-type: none"> •Edward's religious changes •Attempts to stop Mary I becoming queen <p>We will teach about Mary I's reversal of the Reformation in England, including:</p> <ul style="list-style-type: none"> •Assessing how 'bloody' was Bloody Mary <p>We will teach about the compromise in Religion under Elizabeth, including:</p> <ul style="list-style-type: none"> •Elizabeth's Middle Way policy •Catholic resistance to Elizabeth's Religious policy <p>We will teach about the impact of the Reformation on the rest of Europe, including:</p> <ul style="list-style-type: none"> •The counter-Reformation & the Spanish Inquisition
Skills	<p>Historical Concepts:</p> <p>Cause/Consequence</p> <p>Historical Debate</p> <p>Historical skills:</p> <p>Evaluating evidence to support historical interpretations</p> <p>Using a chain of reason to explain the link between events and consequences to form a historical account</p> <p>Engaging in historical debate and coming to a balanced judgement</p> <p>Written structures to support learning:</p> <p>•PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.</p>	<p>Concepts: Change and continuity, Cause and consequence</p> <p>Students will utilise the following skills:</p> <p>Make informed links and comparisons between past and present.</p> <p>Explain the links between events and consequences, and evaluate relative significance of individual events.</p> <p>Written structures to support learning:</p> <p>PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.</p>	<p>Historical Concepts:</p> <p>Similarity/Difference Source analysis</p> <p>Historical skills:</p> <p>Analysing contemporary sources to learn information about a time period</p> <p>Engaging in historical debate and coming to a balanced judgement</p> <p>Written structures to support learning:</p> <p>•BEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.</p> <p>B</p>	<p>Historical Concepts:</p> <p>Cause/Consequence</p> <p>Significance</p> <p>Source analysis</p> <p>Historical skills:</p> <p>Analysing contemporary sources to learn information about a time period</p> <p>Engaging in historical debate and coming to a balanced judgement</p> <p>Written structures to support learning:</p> <p>•BEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.</p> <p>•BEKL: Designed to help students analyse sources and evaluate interpretations (historical debates)</p>	<p>Historical Concepts:</p> <p>Cause/Consequence</p> <p>Significance</p> <p>Change/Continuity</p> <p>Historical skills:</p> <p>Analysing contemporary sources to learn information about a time period</p> <p>Engaging in historical debate and coming to a balanced judgement</p> <p>Written structures to support learning:</p> <p>•BEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.</p> <p>•BEKL: Designed to help students analyse sources and evaluate interpretations (historical debates)</p>
Key Words	<p>Chronological</p> <p>Convincing</p> <p>Evidence</p> <p>Interpretation</p> <p>Inquiry</p> <p>Trustworthy</p>	<p>Viking</p> <p>Longship</p> <p>Monastery</p> <p>Undisputed</p> <p>Runes</p> <p>Plunder</p> <p>Raid</p> <p>Athled</p> <p>Settlement</p> <p>Christian</p> <p>Pagan</p> <p>Muslim</p> <p>Danelaw</p> <p>Treaties</p> <p>Slave</p> <p>Trade</p> <p>Jorvik</p> <p>Anglo-Saxon</p> <p>Norman</p> <p>Earl</p> <p>Duke</p> <p>Succession</p> <p>Heir</p> <p>Contender</p> <p>Hastings</p> <p>'Feigned retreat'</p> <p>Tactics</p> <p>Strategy</p> <p>Archers</p> <p>Cavalry</p> <p>Castles</p> <p>Nobles</p> <p>Harrying of the North</p> <p>Norman Conquest</p>	<p>Castle</p> <p>Catholic</p> <p>Feudalism</p> <p>Hereditary</p> <p>Hierarchy</p> <p>Joust</p> <p>Knight</p> <p>Latin</p> <p>Lord</p> <p>Monk</p> <p>Nun</p> <p>Peasant</p> <p>Priest</p> <p>Tournament</p>	<p>Astology</p> <p>Barber Surgeon</p> <p>Buboe</p> <p>Bubonic Plague</p> <p>Clergy</p> <p>Flagellant</p> <p>Four Humours</p> <p>Malaria</p> <p>Physician</p> <p>Poll tax</p> <p>Pneumonic Plague</p> <p>Revolt</p> <p>Yeomen</p>	<p>Catholic</p> <p>Dissolution</p> <p>Heir</p> <p>Heretic</p> <p>Inquisition</p> <p>Monastery</p> <p>Martyr</p> <p>Pope</p> <p>Protestant</p> <p>Reformation</p> <p>Succession</p> <p>Tithes</p> <p>Transubstantiation</p>
End Point	Students can identify the key arguments of historians and will be able to support their own opinion on a topic with historical evidence	Students will be able to explain how and why the Vikings and Normans were successful in their invasion and settlements of England. Students will also be able to explain how far life changed under Norman settlement	Students will be able to use analyse historical sources to explain what different aspects of life were like for different people in the Middle Ages	Students will be able to explain the causes and the consequences of the Black Death on Europe. Students will also be able to explain how medieval beliefs about and understanding of illness limited the response to the disease	Students will be able to explain the difference between Catholic and Protestant beliefs. Students will also be able to explain how religion changed under each monarch in Tudor England and affected the people.
Assessment method	<p>Retrieval knowledge quiz once a week following home learning task</p> <p>Progress Point at end of SOW:</p> <p>End of Unit assessment – 30 marks based on skills and knowledge questions</p>	<p>Retrieval knowledge quiz once a week following home learning task</p> <p>Progress Point at end of SOW:</p> <p>End of Unit assessment – 30 marks based on skills and knowledge questions</p>	<p>Retrieval knowledge quiz once a week following home learning task</p> <p>Progress Point at end of SOW:</p> <p>End of Unit assessment – 30 marks based on skills and knowledge questions</p>	<p>Retrieval knowledge quiz once a week following home learning task</p> <p>Progress Point at end of SOW:</p> <p>End of Unit assessment – 30 marks based on skills and knowledge questions</p>	<p>Retrieval knowledge quiz once a week following home learning task</p> <p>Progress Point at end of SOW:</p> <p>End of Unit assessment – 30 marks based on skills and knowledge questions</p>