

| Subject : History | | Year Group: | | 7 | |
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| Scheme title | What happened after the fall of the Roman Empire | How did invasions change life in Britain? | How disastrous was the Black Death for Medieval history and allows them to explore the impact of the Black Death on the Medieval world. It also furthers students understanding of local history | How did the world change with the Age of Exploration | Was Elizabethan England a 'golden age'? |
| Purpose of scheme | This scheme is designed to extend students understanding from the end of KS2 national curriculum. It is also designed to introduce students to the concept of historical debate around the 'Dark Age' in Britain and to expose students to a wider geographical sphere of History | This scheme develops students understanding of British identity, culture and diversity. It also develops students understanding of diverse stories in the History curriculum | This SOW develops students understanding of a key turning point in Medieval history and allows them to explore the impact of the Black Death on the Medieval world. It also furthers students understanding of local history | This scheme of work develops students understanding of the process of European exploration and explores the impact that this had on the people at the time and the long term impacts reaching into today's world. It also exposes students to a wide geographical sphere of History | This scheme develops students' understanding of the development of Church and State in a key period of British history. They will explore the role of different groups and individuals, developing their understanding of diverse stories in History. |
| Knowledge in sequence | <p>Why did the Roman Empire fall in Britain?</p> <ul style="list-style-type: none"> Students will be able to describe features of the Roman Empire Students will explain two reasons why the Roman Empire fell in Britain <p>What was the Roman Empire's legacy in Britain?</p> <ul style="list-style-type: none"> Students will be able to describe how Romans arrived in Britain Students will be able to explain positive and negative effects of Romans in Britain Students should be able to explain what happened after the Romans left Britain <p>Was there a Dark Age after the Romans in Britain?</p> <ul style="list-style-type: none"> Students should be able to describe the term Dark Age and where it comes from Students should explain what happened in Britain between 400 and 650 AD Students should decide how far there was a 'Dark Age in Britain' <p>How great was Alfred the Great?</p> <ul style="list-style-type: none"> Students should describe the situation in England when Alfred became King | <p>Who were the Vikings?</p> <ul style="list-style-type: none"> Students should be able to describe where Vikings came from Students should analyse sources to re-evaluate the reputation of Vikings <p>How did the Vikings change England?</p> <ul style="list-style-type: none"> Students should be able to explain how the Vikings changed England's society and culture <p>How did the Normans conquer England?</p> <ul style="list-style-type: none"> Students should be able to describe William of Normandy's claim to the English throne Students should explain how William won the Battle of Hastings How did the Normans change English Society? Students should describe how the Normans ruled Students should be able to explain how far the Normans changed the structure of society How did the Normans change life for Saxon women? Students should be able to describe <p>Concepts: Cause/Consequence Change and continuity Similarity/Difference Source Analysis</p> <p>Students will utilise the following skills: Make informed links and comparisons between past and present. Explain the links between events and consequences, and evaluate relative significance of individual events. Written structures to support learning: 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>How was illness treated in the Middle Ages?</p> <ul style="list-style-type: none"> Students can describe what Medieval people believed caused illness Students can describe what access people had to treatments Students should assess the quality of Medieval healthcare <p>What was the Black Death?</p> <ul style="list-style-type: none"> Students should be able to describe the symptoms of the Black Death Students should be able to explain how people reacted to the Black Death and link these to Medieval beliefs about disease <p>How did the Silk Road spread the Black Death?</p> <ul style="list-style-type: none"> Students should understand how different parts of the Medieval world were connected Students should be able to explain the link between trade and the spread of the Black Death <p>Historical Concepts: Significance Similarity/Difference Source analysis</p> <p>Historical skills: 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: •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>Who lived in the Americas?</p> <ul style="list-style-type: none"> Students should be able to describe the cultures of two different indigenous populations of the Americas Students will compare how these are different to European culture at the time <p>How did the arrival of Europeans affect the people of the Americas?</p> <ul style="list-style-type: none"> Students will be able to describe how Europeans discovered the Americas Students will be able to explain how their arrival affected the indigenous Americans <p>What was the global impact of the invasion?</p> <ul style="list-style-type: none"> Students will be able to explain how discovering the Americas increased Europe's power and affected its culture How did Europeans settle in the Americas? Students should be able to explain why people would go live in a colony Students will be able to describe what happened to two British colonies <p>Historical Concepts: Cause/Consequence Significance Change/Continuity</p> <p>Historical skills: 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: •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>PEKL: Designed to help students analyse sources and evaluate interpretations (historical debates)</p> | <p>Religion in Elizabethan England</p> <p>Was Bess of Hardwick a typical Elizabethan woman?</p> <p>Who were the black Tudors?</p> <p>How did Elizabeth deal with poverty?</p> <p>Piracy in Elizabethan England</p> <p>How were the Spanish Armada defeated?</p> <p>Historical Concepts: Cause/Consequence Significance Change/Continuity</p> <p>Historical skills: 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: •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>PEKL: Designed to help students analyse sources and evaluate interpretations (historical debates)</p> |
| Skills | <p>Historical Concepts: Cause/Consequence Change/Continuity Historical Debate</p> <p>Historical skills: 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: •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>Students will utilise the following skills: Make informed links and comparisons between past and present. Explain the links between events and consequences, and evaluate relative significance of individual events. Written structures to support learning: 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: Significance Similarity/Difference Source analysis</p> <p>Historical skills: 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: •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: Cause/Consequence Significance Change/Continuity</p> <p>Historical skills: 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: •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>PEKL: Designed to help students analyse sources and evaluate interpretations (historical debates)</p> | <p>Historical Concepts: Cause/Consequence Significance Change/Continuity</p> <p>Historical skills: 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: •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>PEKL: Designed to help students analyse sources and evaluate interpretations (historical debates)</p> |
| Key Words | BC/AD Britannia Byzantine/Byzantium Christian Danelaw Dark Age Empire Emperor Iron Age Muslim Pagan Pope Religious Republic Resources Saxon Vikings | Viking Longship Monastery Lindisfarne Runes Plunder Raid Alfred Settlement Christian Muslim Danelaw Danegeld Treaties Slave Trade Jorvik Anglo-Saxon Norman Earl Duke Succession Heir Contender Hastings 'feigned retreat' | Astrology Barber Surgeon Buboe Bubonic Plague Clergy Flagellant Four Humours Miasma Physician Poll tax Pneumonic Plague Revolt Yeomen | Aztecs Conquistadores El Dorado Incas Indigenous people New World Privateers Smallpox Tenochtitlan Treaty of Tordesillas | Catholic Protestant Middle Way Privateers Armada Poverty Poor Law |
| End Point Assessment method | <p>Students will be able to explain how Britain changed after the fall of the Roman Empire and how the Byzantine Empire continued after the Roman Empire fell.</p> <p>Retrieval knowledge quiz once a week</p> <p>Progress Point at end of SOW: End of Unit assessment – 30 marks based on skills and knowledge questions</p> | <p>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</p> <p>Retrieval knowledge quiz once a week</p> <p>Progress Point at end of SOW: End of Unit assessment – 30 marks based on skills and knowledge questions</p> | <p>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</p> <p>Retrieval knowledge quiz once a week</p> <p>Progress Point at end of SOW: End of Unit assessment – 30 marks based on skills and knowledge questions</p> | <p>Students will be able to explain how exploration benefited Europe but had a negative impact on the indigenous populations of the areas explored</p> <p>Retrieval knowledge quiz once a week</p> <p>Progress Point at end of SOW: End of Unit assessment – 30 marks based on skills and knowledge questions</p> | <p>Students will be able to explain how the Elizabethan age can be seen as a Golden Age for different groups of people.</p> <p>Retrieval knowledge quiz once a week</p> <p>Progress Point at end of SOW: Extended writing task</p> |