SUBJECT AREA: History							
YEAR GROUP:	TITLE	LINKS TO NATIONAL CURRICULUM	LINKS TO EXAM SYLLABUS				
Year 7	Britain before 1066 and it's development up to 1900	To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	Paper 1 – Crime & Punishment 1000 - 2000 Paper 2 – Elizabethan England				

## WE LEARN THIS BECAUSE:

Year 7 learn from the outset to develop a sense of Britain's history as an island nation of immigrants. We study the Roman invasion, Saxon and Viking incursions and the impact of the Normans from 1066 in order to understand the long-term effects of migration. We look at the impact of King Richard and King John in this country to help them understand the long-term nature of the role of the Monarch in Britain. Students learn about era-defining events like the Black Death, and the Magna Carta. Students learn how these affected ordinary people living in these islands – and how they have long-term repercussions in the modern world. Students learn about the changing role of the monarch and of government, and how the Industrial Revolution affected ordinary people in society as well as the wealth of the nation. Chronologically and thematically this prepares them for entering Year 8 and their study of the rise and fall of empire.

Half Term Contents									
Autumn 1:	Autumn 2:	Spring 1	Spring 2	Summer 1	ummer 2				
Impact of migration on Britain from 43AD - 1066 & the Norman invasion	What were the effects of the Norman invasion on Britain, and the changing nature of Monarchs in the Middle Ages?	What was it like to live in Medieval Britain?	What was the impact of Henry VIII?	How did Elizabeth I and the Stuart monarchs change Britain?	How did the Industrial Revolution affect children?				
Shared Values/Key	Shared Values/Key	Shared Values/Key	Shared Values/Key	Shared Values/Key	Shared Values/Key				
Skills	Skills	Skills	Skills	Skills	Skills				

Connected,	Connected,	Connected,	Connected,	Connected,	inected,		Connected,	
Responsible, Proud,	Responsible, Proud,	Responsible, Proud,	Responsible, Proud,	Responsible	Responsible, Proud,		Responsible, Proud,	
Aspirational,	Aspirational,	Aspirational, Aspirational, Aspirational,		l,	Aspirational,			
Leadership,	Leadership,	Leadership, Leadership,		Leadership,		Leadership,		
Collaborative,	Collaborative,	Collaborative,	Collaborative,	Collaborativ	•		Collaborative, Respectful, Problem	
Respectful, Leadership,	Respectful, Leadership,	Respectful, Problem	Respectful, Problem	Respectful,				
Problem Solving,	Problem Solving,	Solving, Resilience,	Solving, Resilience,	Solving, Res	Solving, Resilience,		Solving, Resilience,	
Resilience, Digital	Resilience, Digital	Digital Fluency,	Digital Fluency,	Digital Fluency,		Digital Fluency,		
Fluency, Creativity,	Fluency, Creativity,	Creativity,	Creativity,	Creativity,		Creativity,		
Communication	Communication	Communication	Communication	Communication		Communication		
SEND RESOURCES	LITERACY	NUMERACY	DIGITAL OPPORTUNITIES	CULTURAL	RESOURCES		CAREERS	
SEND RESOURCES	LITERACI	NOWENACT	DIGITAL OFF ORTONTILES	CAPITAL OUTSIDE SO			CARLLING	
	Specific vocabulary taught	Numeracy	HWK and CWK set,	Reading	Reading/Wa	atching	Development	
<ul> <li>Writing</li> </ul>	and reviewed.	discussed and	marked and fed-back	list	list		of key writing	
frames		used where	lesson by lesson on				skills, reason	
<ul> <li>Key word</li> </ul>	Regular opportunities for	appropriate.	Teams	Reading of	BBC Bitesize	9	and	
resources	reading and discussion			source and			evaluation.	
<ul> <li>Chunked text</li> </ul>			Online resources used	other	Youtube			
<ul><li>Chunked text</li><li>Differentiated</li></ul>			Online resources used extensively to	other materials	Youtube		Preliminary	
					Youtube		Preliminary discussion of	

research

lessons

History as

options subject