History

Year Group 7

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| Number of Hours | Half term | Topic |
| 3 | 1 | Tolland Man – evdience task |
| 7 | 1 | Roman Britain |
| 4 | 2 | Norman Conquest |
| 3 | 2 | Thomas Becket |
| 2 | 2 | John I and Magna Carta |
| 2 | 2 | Edward III |
| 6 | 3 | Black Death/medieval society (church) |
| 2 | 3 | Peasants Revolt |
| 4 | 4 | Wars of Roses – Edward IV, Richard III |
| 12 | 4 | Tudors – Henry VII, Henry VIII, Edward V, Mary I, Elizabeth I |
| 10 | 5 | Stuarts – James I, Charles I, Civil War, Cromwell, Glorious Revolution |
|  | 5 | Additional topic – Witch craze – to tie into Y8 topic on Women’s rights in 19th century |
| \*all timings are approx. Teaching staff are given detailed SOL with breakdown objectives and overarching objectives. As long as these are adhered to then the number of hours given to topics can be interpreted. | | \*all timings do not include feedback lessons or key assessment lessons. All planned to be flexible for split classes. Very few teaching staff have sole teaching responsibility of a KS3 group. |
| Reasons behind order of topics | | |
| * Chronological understanding * Understanding or rulers and ruled * Evidence task is used to assess their skills and reinforce the idea of evidence and explanation before moving on. It forms a baseline assessment * Tollund man is set in Iron Age Britain. Roman Britain is the next topic as it is chronological development. A bridging lesson will focus on the fall of the Romans to 1066. With the aim of filling in chronological gaps * The next 5 topics have the overarching theme of “how good were British monarchs?”. It looks at William I to Richard II and regular comparisons are made between the monarchs and how well they controlled England * Wars of the Roses set the context for the Tudor period and fill the chronological gap. The theme of the Tudor topics is the relationship between the Monarch and their subjects, and the major religious changes taking place * The Stuarts continues this theme of religious upheaval and allows for chronological development | | |