

Netherhall History Curriculum

Year group: 7

Key question: Who was in charge: the monarch, the church or the people?

	Term 1		Term 2		Term 3	
Key enquiries	What made the Roman Empire so successful?	To what extent did the Normans transform England?	What was the role of the medieval church? Thomas Becket case study – to what extent could the church challenge medieval kings?	In what ways was Medieval society similar in the West and East?	Why was the Black Death so terrifying? Are historians wrong to link the Black Death and the Peasants' Revolt?	How far do you agree with the view that during the period 1450-1471, Henry VI reigned whilst Margaret of Anjou ruled? Why have historians struggled to find out what happened to the Princes in the Tower?
National Curriculum Links	NC7: the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 NC6: A local history study	NC1: The development of Church, state and society in Medieval Britain 1066-1509 NC6: A local history study	NC1: The development of Church, state and society in Medieval Britain 1066-1509	NC8: at least one study of a significant society or issue in world history and its interconnection with other world development. NC1: The development of Church, state and society in Medieval Britain 1066-1509	NC1: The development of Church, state and society in Medieval Britain 1066-1509 NC8: at least one study of a significant society or issue in world history and its interconnection with other world development.	NC1: The development of Church, state and society in Medieval Britain 1066-1509 NC8: at least one study of a significant society or issue in world history and its interconnection with other world development.
Content	Roman Empire <ul style="list-style-type: none"> Introduction to History and chronology Introduction to the Romans and timeline Roman government Civilisation Pompeii source based lesson (houses, social class, trades, art and culture) Roman army Frontier (Hadrian's Wall and Alauna case study) 	Norman England <ul style="list-style-type: none"> Bridging the gap – introduction of the Dark Ages (church, crusades, Vikings, wars, public health, east and west divide) Succession crisis and Battle of Hastings for hinterland Rebellions Castles Feudal System Domesday Book Norman Impact on Cumbria <p style="color: red;">Meanwhile, elsewhere - crusades</p>	Religious challenges to the monarch <ul style="list-style-type: none"> Problems faced by medieval kings Bridging the gap - The increasing power of the church The life of a monk Thomas Becket and Henry II fall out Thomas Becket's murder source Aftermath of Becket's death - significance 	Medieval Life in the East and West <ul style="list-style-type: none"> Towns and cities Public health Silk Road and trade Religion in the East Women Government 	Black Death and the Peasants' Revolt <ul style="list-style-type: none"> Cause and spread Contemporary ideas of causes Symptoms Treatments and preventions Impact Causes of Peasants' Revolt Events of Peasants' Revolt <p style="color: red;">Meanwhile elsewhere – Ottoman Empire rise</p>	Wars of the Roses <ul style="list-style-type: none"> Henry VI's weaknesses (marriage, health, king's council and factions, leadership, foreign policy) Margaret of Anjou background Timeline of battles and Margaret's involvement Mystery of Princes in the Tower For chronological understanding – the end of the Wars of the Roses (Richard III/Henry VII) Time to reflect on the overarching question of the year. <p style="color: red;">Meanwhile Elsewhere – Inca Empire</p>
Second-order concepts	<ul style="list-style-type: none"> Cause and consequence Sources and evidence 	<ul style="list-style-type: none"> Change and continuity Similarity and difference 	<ul style="list-style-type: none"> Historical significance Consequence 	<ul style="list-style-type: none"> Similarity and difference Sources and evidence 	<ul style="list-style-type: none"> Causation Interpretations 	<ul style="list-style-type: none"> Interpretations and significance Sources and evidence
Assessment As well as more formal written pieces, assessment can include:	<ul style="list-style-type: none"> <i>Describe two problems faced by the Roman Republic.</i> 10 question fact test What made the Roman Empire so successful? Spelling test <ul style="list-style-type: none"> Starters recapping knowledge Questioning Low stakes testing/quizzes Knowledge-based homework tasks Written responses Regular 10 mark knowledge – factual/substantive concepts to be completed and self-assessed. 	<ul style="list-style-type: none"> To what extent did the Normans transform England? 10 question fact test Spelling test 	<ul style="list-style-type: none"> Explain the significance of the medieval church 10 question fact test Spelling test 	<ul style="list-style-type: none"> In what ways was Medieval society similar in the West and East? 10 question fact test Spelling test 	<ul style="list-style-type: none"> To what extent are historians correct to argue that the Black Death caused the Peasants' Revolt? 10 question fact test Spelling test 	<ul style="list-style-type: none"> Timeline assessment and key concept quiz How far do you agree with the view that during the period 1450-1471, Henry VI reigned whilst Margaret of Anjou ruled? Spelling test

<p>Common misconceptions <i>Will be added to after standardisation and moderation meetings</i></p>	<ul style="list-style-type: none"> Difficulties remembering the difference between Republic and Imperial phases of empire Mixing up provenance and provincialism 	<ul style="list-style-type: none"> Assumption that William introduced Feudalism to England 	<ul style="list-style-type: none"> Pupils are inclined to argue that the role of the church was negative 	<ul style="list-style-type: none"> Initial misconceptions about the East 	<ul style="list-style-type: none"> Mixing up symptom and prevention 	<ul style="list-style-type: none"> Confusion between members of Houses of Lancaster and York
<p>Homework</p>	<ul style="list-style-type: none"> N/A – no History HW for Year 7 pupils in HT1 	<ul style="list-style-type: none"> HW extended reading – Morris 'The Harrying of the North' HW extended reading – Gombrich on the Dark Ages Spelling test practice Optional shield making projects 	<ul style="list-style-type: none"> Spelling test practice HW extended reading – Extended reading – Was Becket a hero or villain? 	<ul style="list-style-type: none"> Spelling test practice Extended reading – Frankopan, The Road to Wisdom 	<ul style="list-style-type: none"> Spelling test practice Frankopan – The Road to Hell 	<ul style="list-style-type: none"> Spelling test practice Extended reading – Sarah Gristwood on Women in the Wars of the Roses
<p>Key words/Never Heard the Word Tier 3 vocabulary</p>	<ul style="list-style-type: none"> Republic Government Empire Province Dictator Emperor Monarchy Legionary Auxiliary Civilisation 	<ul style="list-style-type: none"> Succession Anglo-Saxon Rebellion Motte and Bailey castles Feudal System Domesday Book Continuity Taxation Invasion Siege 	<ul style="list-style-type: none"> Medieval Purgatory Sacrament Monastery Power struggle Courts Cathedral Parish church Salvation Tithe 	<ul style="list-style-type: none"> Public Health Silk Road Traders Merchants Islam Subsistence Innovation Golden Age Caliph Architecture 	<ul style="list-style-type: none"> Pandemic Epidemic Contemporary Symptom Cure Prevention Revolt Grievance Poll Tax Councillor 	<ul style="list-style-type: none"> Dynasty Feud Nobles Houses Regency Influence Incompetent Claimant De facto Civil War
<p>Tier 2 vocabulary</p>	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation</p>	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation</p>	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation</p>	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation</p>	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation</p>	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation</p>
<p>Career links (Unifrog)</p>	<p>Links to archaeology – Wardell Armstrong links – https://www.unifrog.org/student/careers/school-subjects/archaeologist</p> <p>Senhouse Roman Museum visit takes place.</p>	<p>Links to historian / archivist – how does a historian use the available evidence to form a hypothesis? Why have people been fascinated by what happened in 1066?</p> <p>https://www.unifrog.org/student/careers/school-subjects/historian</p> <p>https://www.unifrog.org/student/careers/school-subjects/archivist</p>	<p>Links to law and order and legal representation –</p> <p>https://www.unifrog.org/student/careers/school-subjects/solicitor</p> <p>https://www.unifrog.org/student/careers/school-subjects/barrister</p>	<p>Links to town planner – discussion of life in Medieval towns and modern-day Britain.</p> <p>https://www.unifrog.org/student/careers/school-subjects/town-planner</p>	<p>Links to archaeology – discussions about the impact of the Black Death and the mass graves.</p> <p>https://www.unifrog.org/student/careers/school-subjects/archaeologist</p>	<p>Links to historian / archivist – working with evidence and asking questions regarding reliability, potential bias etc.</p> <p>https://www.unifrog.org/student/careers/school-subjects/historian</p> <p>https://www.unifrog.org/student/careers/school-subjects/archivist</p>
<p>Employability skills</p>	<p>Aiming high</p> <p>Literacy Creativity Leadership Listening Presenting Problem solving</p> <p>Numeracy Independence Communication Teamwork Staying positive</p>	<p>Aiming high</p> <p>Literacy Creativity Leadership Listening Presenting Problem solving</p> <p>Numeracy Independence Communication Teamwork Staying positive</p>	<p>Aiming high</p> <p>Literacy Creativity Leadership Listening Presenting Problem solving</p> <p>Numeracy Independence Communication Teamwork Staying positive</p>	<p>Aiming high</p> <p>Literacy Creativity Leadership Listening Presenting Problem solving</p> <p>Numeracy Independence Communication Teamwork Staying positive</p>	<p>Aiming high</p> <p>Literacy Creativity Leadership Listening Presenting Problem solving</p> <p>Numeracy Independence Communication Teamwork Staying positive</p>	<p>Aiming high</p> <p>Literacy Creativity Leadership Listening Presenting Problem solving</p> <p>Numeracy Independence Communication Teamwork Staying positive</p>

Notes/developments/standardisation comments	<ul style="list-style-type: none">• Comments October 2021:• It took longer than expected to complete some of the lessons. This is due to some staff being new to 50 minute lessons. We have therefore adjusted the sequence of lessons slightly.• We have found pupils have gained a really good foundation in some difficult substantive terms that will give them a good base moving forward.• Pupils could easily identify problems but some struggled to explain these more.	<ul style="list-style-type: none">• Due to COVID absences, we are slightly behind and intend on trimming down next term's enquiry questions to fit this in.				
--	---	---	--	--	--	--