

Ursuline College Curriculum Implementation: History Y7



Curriculum Intent	<i>'I have come so that they may have life and have it to the full.'</i> John 10: Chapter 10. V 10 Inspired by the Gospel values of love, joy, and compassion, we nurture and develop the whole child so that each unique individual grows in confidence and has the knowledge and skills to enable them to achieve their true potential. Our aim is to ensure that all pupils: • use historical details to explain answers • regularly use key historical terms with confidence • can make a confident judgement about the significance of events. • can make inferences from sources and interpretations and can understand why they differ. The vision for the history department is for students to be competent in both historical knowledge and skill set as well as providing a broad and balanced curriculum for students to follow. Respecting each other, helping each other and bearing with each other: Getting better never stops.	
Year 7 Intent	The Year 7 History curriculum is designed to ignite students' curiosity about the past, develop their historical thinking, and help them understand how key events and individuals have shaped the world we live in today. Through engaging topics such as life in medieval England, the Norman Conquest, the power struggles between monarchs and the Church, and the development of Parliament, students will explore themes of power, belief, identity, and resistance.	
Cycle 1		Term 1 03 09 26 – 23 10 26 7 weeks Term 2 02 11 26 - 18 12 26 7 weeks
Focus & Skills	• What is history • Causes and consequences of the Battle of Hastings • The Norman Conquest and its impact upon England	• Castle development Power, Plague and Protest in medieval England • Church Vs King – Henry II and Becket • Magna Carta • The Development of Parliament • The Silk Road and the Black Death
Links to CST	• <i>As you study the Battle of Hastings, remember that God calls us to show a preferential option for the poor by seeking peace and reconciliation, ensuring that even in times of conflict the needs of the most vulnerable are not forgotten.</i>	• <i>As you study Henry II and Thomas Becket, remember that God calls us to show a preferential option for the poor by seeking peace and reconciliation, ensuring that those without power are protected when conflicts arise between leaders.</i>

	As you study the Norman Conquest, remember that God calls us to show a preferential option for the poor by working for peace and reconciliation, ensuring that those most affected by change and conflict are treated with justice and compassion.	- As you study the Magna Carta, remember that God calls us to show a preferential option for the poor by seeking peace and reconciliation, ensuring that justice protects the dignity and rights of the most vulnerable in society. - As you study the Black Death, remember that God calls us to show a preferential option for the poor by working for peace and reconciliation, caring for those who suffer most and responding with compassion in times of great crisis.
Explicit Skill Content	- Describe England before 1066 (social, political, economic structures). - Compare and evaluate the claims to the English throne. - Sequence key events leading to and including the Battle of Hastings. - Use sources (e.g. Bayeux Tapestry) to understand how historians interpret the past. - Explain how William consolidated power (e.g. Harrying of the North). - Assess the purpose and impact of the Domesday Book. - Explain how the Feudal System maintained control.	- Explain how castles changed over time (c.1066–1400), including defence and attack. - Explain the causes and consequences of Thomas Becket’s murder. - Analyse the conflict between Church and monarchy (Henry II and Becket). - Explain why Magna Carta was created and its significance. - Describe how Parliament developed and grew in power. - Explain how trade (e.g. Silk Road) spread goods, ideas and disease. - Explain how and why the Black Death spread to England. - Evaluate the impact of the Black Death on society. - Use sources to understand experiences of the plague. - Explain what changed and stayed the same after the Black Death.
Homework	1: Guided reading on Britain before 1066 2: Spellings 3: Definitions 4: Extended writing on Stamford Bridge 5. Quiz Optional big build	1: Guided reading on Thomas Becket 2: Spellings 3: Definitions 4: Extended writing on Magna Carta 5. Quiz Optional big build
Assessment	In class R&R: - Historical skills - Harrying of the North	Cycle 1 assessment (Harrying of the North, Domesday and Why William won at Hastings) In class R&R: Recap on Unit 2
Disciplinary Literacy Vocab	Fact * opinion * unbalanced * evidence * chronology * artefact * century * decade * Anglo-Saxon * Earldom * Earl * Witan * chronicle * monk * fyrd * housecarls * Viking * Bayeux Tapestry * famine * harrying * feudal * hierarchy * lord * baron * serf * peasant * excommunicated * turbulent * chancellor * Archbishop * significance	Magna Carta * revolt * Runnymede * ordeal * pillory * stocks * gibbet * trial * significance * quack * miasma * purging * barber-surgeon * buboes * black death * pneumonic * bubonic revolt * peasant * poll tax

KS4 Links	Anglo Saxon and Norman control: Crime and Punishment unit	Medieval crime and punishment
Cycle 2	Term 3 04 01 27 – 12 02 27 6 weeks	Term 4 23 02 27 – 25 03 27 5 weeks
Focus & Skills	<u>Power, plague and protest in the Middle Ages CONTD</u> • The Peasants Revolt and its consequences • Medieval women: Matilda and Licoricia • Crime and punishment <u>The Causes and Consequences of the Wars of the Roses</u> • The Wars of the Roses • The Princes in the Tower investigation	<u>The significance of the reign of the Tudors</u> • Henry VII, Henry VIII, Edward, Mary, Elizabeth • The Middle Way • The Babington Plot
Links to CST	• <i>As you study the Peasants' Revolt, remember that God calls us to show a preferential option for the poor by seeking peace and reconciliation, recognising the dignity of those who challenge injustice and working towards a fairer society for all.</i> • <i>As you study medieval women, remember that God calls us to show a preferential option for the poor by promoting peace and reconciliation, recognising the dignity of women—especially the most vulnerable—and ensuring they are treated with justice and compassion.</i> • <i>As you study medieval crime and punishment, remember that God calls us to show a preferential option for the poor by seeking peace and reconciliation, ensuring that justice is fair and compassionate, especially towards the most vulnerable in society.</i>	• <i>As you study the reign of the Tudors, remember that God calls us to show a preferential option for the poor by promoting peace and reconciliation, ensuring that all people, especially the most vulnerable, are treated with fairness and compassion under those in power.</i> • <i>As you study the Religious Settlement, remember that God calls us to show a preferential option for the poor by seeking peace and reconciliation, ensuring that religious differences do not lead to division but instead protect and support the most vulnerable in society.</i> • <i>As you study the Babington Plot, remember that God calls us to show a preferential option for the poor by seeking peace and reconciliation, ensuring that fear and conflict do not lead to injustice or harm for the most vulnerable.</i>
Explicit Skill Content	• Explain the causes and impact of the Peasants' Revolt. • Evaluate the roles and significance of medieval women (e.g. Matilda, Licoricia). • Explain how crime and punishment worked in medieval England. • Identify change and continuity in crime and punishment. • Explain causes of the Wars of the Roses. • Sequence key events and turning points in the Wars of the Roses. • Evaluate the impact of the Wars of the Roses on monarchy and stability. • Use evidence to investigate the Princes in the Tower. • Form supported conclusions about contested historical events.	• Describe key features of Tudor rule and the main monarchs. • Explain change and continuity in monarchy, religion and power. • Compare how Tudor monarchs ruled and used power. • Explain causes and impact of religious change. • Assess the importance of Elizabeth I's Religious Settlement. • Use sources to analyse religious tensions. • Explain the causes, events and impact of the Babington Plot. • Evaluate how far the Babington Plot strengthened Elizabeth I's rule.
Homework	1: Guided reading on Matilda 2: Spellings 3: Definitions	1: Guided reading on the Wives of Henry VIII 2: Spellings 3: Definitions

	4: Extended writing on Elizabethan Portraits 5. Quiz Optional: Big build challenge	4: Extended writing on any topic from across the year 5. Quiz Optional: Big build challenge
Assessment	In class R&R • Magna Carta • Black Death • Wars of the Roses	Cycle 2 Assessment (Black Death, Henry's Break from Rome and Babington Plot)
Disciplinary Literacy Vocab	heir * Pope * excommunication * divorce * Church of England * Protestant * Catholic * Monasteries * dissolution * reformation * heretic * plot * puritan * recusant * religious settlement * execution * treason * armada * fleet * galleon * musket * beacon * crescent	birch * grammar * hornbook * blood sport * cudgels * shin-hacking * strolling players * pottage * rye * routine * sturdy beggar * dummerer * angler * counterfeit crank * vagabond * clapper dudgeon * constable * judas cradle * Spanish donkey * justice of the peace * Scottish boot * Treason * gunpowder * little ease * hung, drawn & quartered * torture * Civil War * Parliamentary * Roundhead * Cavalier * royalist * musketeer * pike * new model army * traitor * divine right of kings * republic * Oliver Cromwell
KS4 Links	Elizabeth I, Mary Queen of Scots and the Spanish Armada.	Tudor entertainment and crime and punishment.
Cycle 3	Term 5 12 04 27 – 23 05 27 7 weeks	Term 6 07 06 27 – 16 07 27 6 weeks
Focus & Skills	• The Spanish Armada project • Elizabethan Portraits <u>Life in Tudor England</u> • Tudor jobs/schools/food/fun • Multicultural Tudors • Tudor Crime, law and order	<u>The causes and consequences of the Gunpowder Plot 1605</u> • Who were the Stuarts monarchs • The Gunpowder Plot investigation <u>The causes and consequences of the English Civil War and the significance of the actions of Cromwell.</u> • Causes • Roundheads Vs Cavaliers and New Model Army • The Trial and Execution of Charles I • Oliver Cromwell
Links to CST	• <i>As you study the Spanish Armada, remember that God calls us to show a preferential option for the poor by seeking peace and reconciliation, ensuring that conflict between nations does not lead to suffering for the most vulnerable.</i> • <i>As you study life in Tudor England, remember that God calls us to show a preferential option for the poor by promoting peace and reconciliation, ensuring that the needs and dignity of the most vulnerable are recognised and cared for in society.</i>	• <i>As you study the Stuart monarchs, remember that God calls us to show a preferential option for the poor by seeking peace and reconciliation, ensuring that conflicts between rulers and people do not harm the most vulnerable in society.</i> • <i>As you study the Gunpowder Plot, remember that God calls us to show a preferential option for the poor by seeking peace and reconciliation, ensuring that fear and division do not lead to injustice or suffering for the most vulnerable in society.</i>

		As you study the English Civil War, remember that God calls us to show a preferential option for the poor by seeking peace and reconciliation, ensuring that conflict and division do not bring suffering to the most vulnerable in society.
Explicit Skill Content	- Investigate the Spanish Armada (causes, events, consequences). - Explain why the Armada happened and its significance for England. - Analyse how Elizabethan portraits represented power and authority. - Assess the reliability and purpose of portraits as evidence. - Describe everyday life in Tudor England (work, education, leisure). - Explain diversity within Tudor society. - Describe Tudor law and order and how control was maintained. - Compare medieval and Tudor life, noting change and continuity. - Evaluate how far everyday life changed for different groups.	- Describe key features of Stuart rule and how it differed from the Tudors. - Explain the causes and impact of the Gunpowder Plot. - Use sources to investigate the Gunpowder Plot from different perspectives. - Use evidence to form conclusions about its failure and responsibility. - Explain the causes of the English Civil War (political, religious, financial). - Compare Roundheads and Cavaliers, including the New Model Army. - Sequence key events and turning points in the Civil War. - Explain the causes and significance of Charles I's execution. - Use evidence to judge how far the Civil War changed power in England.
Homework	1: Guided reading on the Northern Earls Rebellion 2: Spellings 3: Definitions 4: Extended writing on Stamford Bridge 5. Quiz Optional big build	1: Guided reading on the Gunpowder Plotters 2: Spellings 3: Definitions 4: Extended writing on Magna Carta 5. Quiz Optional big build
Assessment	In class R&R - Armada - Unit 5 recap	Cycle 3 assessment (Tudor causes of crime, Armada portrait, gunpowder plot)
Disciplinary Literacy Vocab	Plague * arson * restoration * revolution * punishment * destroyed * buboes * Bills of Mortality * sores * cure * cause * four humours	Native * indigenous * nation * empire * hunter gathers * renaissance * empire * colony * settlement * dispossess * conquest * immunity * convert * colonisation * courtier * rivalry * Roanoke * assembly * Powhatan * tension * reservation * devastation * exploit * Culloden * George * insane *madness