

Co-op Academy North Manchester - Year 7 History Curriculum

Y7	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	'Just how much did the Romans do to improve life for the people of Britain?'	Islam Unit – in development	'Were the Vikings really that bad or have they been misrepresented?'	'Was William's victory at Hastings inevitable?'	'What can we learn from Key figures in the Crusades from the written evidence about them?'	'How did the relationship between the Church and the Crown change in Britain between the 12th and 16th century?'
Substantive Knowledge (Know That...)	<ul style="list-style-type: none"> Know that the Celts lived in Britain before the Romans in tribes led by chiefs. Know that the Romans tried and failed twice to conquer Britain before they were successful in 43 AD Know that many of the Celtic chiefs lost their position, land and wealth to the Romans. Know that some Celtic leaders worked with the Romans and were able to keep their land/wealth for a generation and then lost everything Know that Boudicca rebelled against the Romans and led the most serious uprising they faced during their time in Britain. Know that the people of Scotland and Wales rebelled against the Romans and Wales was conquered but Scotland was not. 		<ul style="list-style-type: none"> Know that the Romans left Britain in 410 AD which led to many other groups coming and settling in England Know that Anglo-Saxon society was structured in a hierarchical system Know that the Vikings were violent and parts of their society was based on warfare Know that the Vikings had their own religious beliefs that differed from the Anglo-Saxons Know that the Vikings had a polytheistic religion with several aspects being based around violence Know that not all aspects of Viking religion were based around violence Know that historians have different opinions on the past Know that the Anglo-Saxons wrote 	<ul style="list-style-type: none"> Know that when a monarch dies there are rules of inheritance in England that helps decide who will become King or Queen Know that Edward was able to form relationships with various nations because of the events in his life, specifically his time in Normandy Know that each contender had claims that made them a suitable candidate to be King of England Know that William had made preparations long before he invaded England Know that a Papal Banner means that God is on the side of the army fighting it Know that William was a good and well-prepared leader Know that 	<ul style="list-style-type: none"> Know that the Crusades were a series of wars fought for control of the Holy Land between Christians and Muslims. Know that Jerusalem was an important city for members of the Christian, Muslim and Jewish faith. Know that the Crusades began at the end of the 11th Century following Pope Urban's speech at Clermont. Know that people decide to go on Crusade for political, economic and religious reasons. Know that the First Crusade was launched after the Muslim capture of Jerusalem in the late 11th Century. Know that the First Crusade took a number of years and life as a Crusader was 	<ul style="list-style-type: none"> Know that England was a deeply religious country at this time Know that Kings held political power Know that the Pope held religious power Know that Kings and Pope's struggled for power. The Pope wanted the church to be independent. King's wanted influence over the church in their lands. Know that Henry II was a politically powerful monarch who wanted to gain more of the religious power in England. Know that the rift between Henry II and Becket caused the King to lose power while the church gained in power. Know that King John was a weak monarch whose arguments with the church made him unpopular in England, which contributed to

Co-op Academy North Manchester - Year 7 History Curriculum

	<ul style="list-style-type: none"> • Know that Hadrian's Wall was built to keep some people within the Roman empire and to keep others out. • Know that the Romans introduced Christianity into Britain. • Know that Britain became Romanised under the Romans who introduced new elements of lifestyle and culture which had not been here before. • Know that the Romans left many legacies behind in Britain when they abandoned it in 410 AD. • Know that the Romanisation of Britain did not apply to all and was determined by a person's social position. • Know that under the Romans some of the changes were positive and some were negative. • Know that life initially changed for the worse for the ruling class and then by the end of the period had improved. • Know that in many ways' life remained the same for the lower classes in Britain under the Romans. 		<p>about their experiences with the Vikings</p> <ul style="list-style-type: none"> • Know that the Anglo-Saxons would present the Vikings negatively • Know that the Vikings would raid monasteries for their riches and would often in brutally kill inhabitants • Know that sources and interpretations are different and that sources were produced at the time whilst interpretations were produced long after the event • Know that the provenance of an interpretation is where it comes from • Know that when looking at the provenance of an interpretation you can look at who wrote it, when it was written, why it was written and where it was written • Know that interpretations are opinions on the past • Know that interpretations need to be supported by evidence • Know that there was more to Viking 	<p>'flat-bottomed boats' allow for armies to move through shallower waters</p> <ul style="list-style-type: none"> • Know that a Papal Banner means that God is on the side of the army fighting it • Know that William was a good and well-prepared leader • Know that the Battle of Stamford Bridge was contested between Harold Godwinson and Harald Hardrada • Know that the contender and army in control over the Battle of Stamford Bridge changed over the course of the Battle • Know that after the Battle of Stamford Bridge Harold Godwinson needed to quickly move down south to fend of the threat of William of Normandy • Know that the Battle of Hastings took place between Harold Godwinson and William of Normandy • Know that William was able to get Harold to march down to Hastings 	<p>dangerous.</p> <ul style="list-style-type: none"> • Know that the Christian capture of Jerusalem in 1099 was extremely violent. • Know that the Third Crusade was launched after the Muslim recapture of Jerusalem. • Know that the respective leaders, Richard the Lionheart and Saladin, were chivalrous towards each other and showed respect for each other despite being enemies. 	<p>causing rebellions against him.</p> <ul style="list-style-type: none"> • Know that Magna Carta limited the power of the crown. Therefore, the crown lost power as a result of John's reign. • Know that across the middle ages powerful Kings could limit the power of the church but that weak Kings would cede power to the church. • Know that the Reformation that had started in Germany gave Henry VIII the opportunity to solve his problems by breaking away from the Pope and Rome. • Know that by creating himself head of the Church of England, Henry VIII assumed all of the political and religious power in England. • Know that following the establishment of the Church of England the power of the King was absolute while the power of the Pope in England was significantly diminished.
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Co-op Academy North Manchester - Year 7 History Curriculum

			society than violence	<p>much faster than he should have</p> <ul style="list-style-type: none">• Know that William was victorious in the Battle of Hastings• Know that the Battle of Hastings took place on Senlac Hill in Hastings• Know that despite having to walk down to Hastings quickly Harold had an advantage at the start of the battle• Know that William and Harold had different strengths as leaders• Know that despite William's victory Harold had better experience in previous battles• Know that despite William's victory Harold had a much better position on the battlefield on top of Senlac Hill• Know that factors that affected the outcome of the Battle of Hastings occurred both during and before the battle• Know that inevitable means something is always bound to happen		
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Co-op Academy North Manchester - Year 7 History Curriculum

<p>Disciplinary Knowledge (Know How...)</p>	<ul style="list-style-type: none"> • Know how Celtic society was organised before the Roman conquest • Know how the Romans were able to conquer Britain as a result of the Celts being divided. • Know how the people of England initially respond to Roman rule • Know how the Roman conquest of Britain changed life negatively for the ruling class but had little impact on other people. • Know how the people of Wales and Scotland respond to Roman rule • Know how religion in Britain changed under the Romans. • Know how Britain became more 'Romanised'. • Know how the Romans left Britain a different place than they had found it. • Know how some people benefitted from Romanisation while others did not. • Know how the Romans improved life for the people of Britain • Know how the Romans did not improve life for the people of Britain. 		<ul style="list-style-type: none"> • Know how interpretations are views of the past written long after the event took place • Know how Modern historians see Viking religion • Know how Anglo-Saxon sources might not be reliable • Know how the priests/monks writing these sources would have had a negative perception of the Vikings • Know how the importance of the church led many people to believe the Vikings were violent • Know how Anglo-Saxon sources present the Vikings negatively • Know how to pick out the argument of an interpretation • Know how to prove the argument of an interpretation • Know how to apply evidence from own knowledge that supports an interpretation • Know how the provenance of an interpretation affects how reliable its argument is 	<ul style="list-style-type: none"> • Know how the events of Edward's life led to a crisis in 1066 • Know how the rules of inheritance meant that each contender had a legitimate claim to the throne • Know how significant of a role religion plays in people's lives in the Middle Ages and therefore how significant the Papal Banner and the psychological impact of this on William's soldiers was • Know how each of William's preparations meant he was ready to invade England • Know how the Battle of Stamford Bridge put Harold Godwinson at a disadvantage • Know how Harold's weaknesses influenced the outcome of the battle • Know how William's strengths influenced the outcome of the battle • Know how factors that came before the battle and those that came during impacted its outcome • Know how William's strengths meant his victory was inevitable. 	<ul style="list-style-type: none"> • Know how History is written from a perspective • Know how personal circumstances / belief affect perspective • Know how to identify the main points / meaning from sources about the Crusades. • Know how to use quotes to support inferences about the Crusades. • Know how historical accounts of the Crusades were written for a purpose / audience. • Know how historians can use knowledge of an author's purpose / audience to make assertions about the past • Know how historians analyse conflicting sources on the Crusades to make assertions about the past. • Know how the utility of a source is not lessened by perspective/bias. • Know how to recognise utility in conflicting sources based on provenance. 	<ul style="list-style-type: none"> • Know how the relationship between the church and crown changed Britain between the 12th and 16th century. • Know how change and continuity can occur simultaneously for example both Henry II and Henry VIII were politically powerful Kings but only one had the opportunity to overcome the power of the Pope. • Know how changes and continuity are interwoven. For example, changes in attitude towards religion over time allowed for Kings to take religious power from the Pope. • Know how things change over a longer period of time in terms of pace, extent, trends or specific turning points. For example, the Reformation provided Henry VIII with the opportunity to take religious power in England away from the Pope and combine it with the political power of the crown. Previous monarchs, however powerful, were denied this opportunity by the
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Co-op Academy North Manchester - Year 7 History Curriculum

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Key Concepts	Change and Continuity	Significance	Interpretations	Causation	Sources	Change and Continuity
Assessment	Extended Written Answer End of Year exam	Extended Written Answer End of Year exam	Extended Written Answer End of Year exam	Extended Written Answer End of Year exam	Extended Written Answer End of Year exam	Extended Written Answer End of Year exam
Homework						
Wider reading	Romulus and Remus myth, BBC History Magazine Articles Roman Invasion – My Story by Jim Eldridge Boudicca - Brilliant Biographies of Dead People by Emma Fischel		Horrible Histories - Vicious Vikings History of the Vikings by Ragnar Lothbrok	1066 – 1087 William I by Marc Morris		Great Tales from English History by Robert Lacey A Short History of England by Simon Jenkins Both books have sections on each of the kings looked at during this year.
How to help at home	- Encourage reading to improve literacy and increase general knowledge of events from the past.					