

## History department – Year 7 scheme of work

National curriculum: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239075/SECONDARY_national_curriculum_-_History.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239075/SECONDARY_national_curriculum_-_History.pdf</a>				
Term	Title	Unit content	Key vocabulary	Resource links:
Autumn	Medieval religion	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> <li>To explain why Medieval religion was so important.</li> <li>To explain whether or not medieval Kings could do whatever they wanted using Edward III and King John as case studies.</li> <li>To evaluate what life would have been like for a peasant.</li> <li>To explain the significance of the Black Death and the Peasants Revolt.</li> <li>To gain a brief overview of the Wars of the Roses.</li> <li>To explain how Henry VII came into and consolidated his power.</li> </ul> <p>Key skills developed:</p> <ul style="list-style-type: none"> <li>Cause and consequence</li> <li>Significance</li> <li>Categorising factors</li> <li>Chronology</li> <li>Extended writing – 4-mark Q</li> <li>Sources – analysis, inferences, comparing</li> <li>Suggesting, testing, and revising hypotheses</li> </ul>	<p>Henry II            Becket            Church            Crown            Indulgences            Pope            Edward III            King John            Black Death            Magna Carta            Excommunicate            Peasant            Noble/lord            Rebellion            Civil War</p>	<p><a href="#">Autumn - Medieval</a></p>

Spring	Tudors	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> <li>• To evaluate the reign of Henry VIII.</li> <li>• To explain why Martin Luther's ideas went viral.</li> <li>• To outline the changes to religion throughout the Tudor period.</li> <li>• To evaluate the reign of Mary I.</li> <li>• To explain why Elizabeth executed Mary Queen of Scots.</li> <li>• To explain why the Spanish Armada failed in 1588.</li> <li>• To identify key events in the reign of Elizabeth I.</li> <li>• To gain an understanding of Tudor society – fashion, crime, punishment, and Shakespeare.</li> </ul> <p>Key skills developed:</p> <ul style="list-style-type: none"> <li>• Cause and consequence</li> <li>• Categorising factors</li> <li>• Chronology</li> <li>• Extended writing – 4-mark Q</li> <li>• Sources – analysis, inferences, comparing and contrasting</li> </ul>	<p>Heir  Dissolution of Monasteries  Succession crisis  Pope  Catholicism  Protestantism  Printing press  Viral  Heresy  Henry VIII  Edward VI  Mary I  Elizabeth I  Anthony Babington  Phillip II  Martin Luther  Import  Torture</p>	<a href="#">Spring - Tudors</a>
Summer	Stuarts	<ul style="list-style-type: none"> <li>• To explain whether the Gun Powder Plotters were framed or not.</li> <li>• To explain whether or not Charles I lived up to his portrait.</li> <li>• To gain an understanding of what caused the English Civil War.</li> <li>• To understand the different ideologies of Royalists and Parliamentarians.</li> <li>• To explain whether or not Charles was personally to blame for the Civil War and deserved to be executed.</li> <li>• To outline the major battles of the Civil War.</li> <li>• To evaluate the character of Oliver Cromwell and the significance of the Interregnum.</li> <li>• To describe the Glorious Revolution and the Bill of Rights and explain why they were significant.</li> </ul>	<p>Catholic  Protestant  Charles I  Oliver Cromwell  Parliament/Round Head  Cavalier/ Royalist  Ship Money  Puritan  Charles II  James II  William of Orange  The Bill of Rights</p>	<a href="#">Summer - Stuarts</a>

		<ul style="list-style-type: none"><li>• To understand the context in which the British Empire started to develop.</li></ul> <p>Key skills:</p> <ul style="list-style-type: none"><li>• Cause and consequence</li><li>• Significance</li><li>• Categorising factors</li><li>• Chronology</li><li>• Extended writing – PEE</li><li>• Sources – analysis, inferences, comparing and contrasting</li></ul>	<a href="#">Civil List</a> <a href="#">Prime Minister</a>	
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