



Curriculum Summary Document

Year 7 - History

| Enquiry Question | Are the Normans responsible for Modern Britain? | | | |
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| Module/Unit of Learning | Taught During | What will students learn? | How does this help to build a broad and strong foundation? | Links to other Subjects |
| What was Britain like before the Norman Invasion? | Autumn Half Term 1 | <p>'What was Britain like before the Norman Invasion?'</p> <p>Students will learn who the Anglo-Saxons and the Vikings were; their beliefs, language, culture and politics. They will learn about Alfred the Great, the creation of England, Danelaw and Viking raids and settlements. They will create a foundation of substantive knowledge, disciplinary knowledge and procedural knowledge.</p> | Learning about the Anglo-Saxons begins our chronological journey through British History, introducing substantive knowledge, abstract concepts and the disciplinary and procedural knowledge of how historians begin to study history and how to use evidence like a historian. | |
| How did the Normans change Britain? | Autumn Half Term 2 | <p>How did the Normans change England?'</p> <p>Students learn about the Battle of Hastings: causes, events and consequences. Then how the Normans controlled England and the consequences for Britain.</p> | Learning about the Norman Conquest allows students to understand how power shifted in England, a theme we return to throughout KS3. Substantive concepts are developed: change and continuity, cause and consequence, similarity and difference, and diversity of experience. | |
| How was Norman England challenged? | Spring Half Term 1 | <p>'How was Norman England challenged?'</p> <p>Students learn about the power struggles between King, Church/religion and people, focusing on some key events such as Magna Carta, the Peasants' Revolt, and the Black Death. They will also learn about different peoples, such as women and peasants, as well as local history.</p> | Understanding the power struggle between monarchy, the Church and people is vital to understand future topics such as the Reformation. Substantive concepts are developed: change and continuity, cause and consequence, similarity and difference, and diversity of experience. | |
| Did the Tudors make modern Britain? | Summer Half Term 1 | <p>Did the Tudors make modern Britain?</p> <p>Students learn about the Tudors: The Break with Rome, and the religious conflict in the wider context of the renaissance and the reformation. Social and cultural history is focused on the diversity of experience in Tudor England, using 'Black Tudors' and the foundations of exploration.</p> | Understanding the conflict between Church and State and its impact on the lives of ordinary people is vital to making judgements about what has made Modern Britain. Substantive concepts are developed: change and continuity, cause and consequence, similarity and difference, and diversity of experience. | |
| Did the Industrial Revolution end Medieval Britain? | Summer Half Term 1 | <p>Did the Industrial Revolution make Modern Britain?</p> <p>Students learn about the causes of the industrial revolution, the events of the industrial revolution and its impact on the lives of people living in Industrial Britain</p> | Understanding the impact of economic and political change on the lives of ordinary people is important when making judgements about what has made Modern Britain. | |
| How did the early 20th Century impact on Britain today? | Summer Half Term 2 | <p>How did the early 20th Century impact on Britain today?</p> <p>Students learn about the struggle for universal suffrage, including the suffragists and suffragettes. They learn about Liberal Reforms and the introduction of National Insurance, and the Introduction of the NHS.</p> | Understanding the impact of economic and political change on the lives of ordinary people is important when making judgements about what has made Modern Britain. | |