

Year 7

| Subject and Year Group | Unit 1 Year 7 | Unit 2 Year 7 | Unit 4 Year 7 | Unit 3 Year 7 |
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| Topic/Unit to be studied | Britain from the Iron Age to 1066 | Medieval England – Power and Significance | The British Relationship with Slavery | Who was the greatest Mughal emperor? |
| Key Questions and Vocabulary | <p>At primary school, the national curriculum for history focusses primarily on events that took place from before 1066, so this is a chance for students to develop their historical knowledge in areas that they might be familiar with. It should build confidence and give students a chance to demonstrate their enthusiasm for the subject.</p> <p>In what ways did England change from the Iron Age to 1066?</p> <p>What different key terms do we use when talking about chronology?</p> <p>Why is it important to use evidence when giving answers in history?</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • History • Chronology • Inference • Bias • Oracy • Change/continuity | <p>What is significance? How significant was the Norman invasion? How significant were the crusades? How significant was the death of Thomas Becket? How significant was the Magna Carta? How significant was the Black Death? How significant was the peasants revolt?</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Significance • Durability • Profundity • Quantity • Uniqueness • event | <ol style="list-style-type: none"> 1. Why has slavery existed throughout human history? 2. How and why did Britain become involved in slavery? 3. What were African nations like before the slave trade? 4. How badly were slaves treated? 5. Which stories should we tell about slave resistance? 6. Why did Britain eventually abolish slavery? <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Slavery • Nations • Resistance • Abolition • Trade • imperialism | <ol style="list-style-type: none"> 1. What is an Empire? 2. Who were the Mughals? 3. What criteria can we use to judge “greatness”? 4. Who do you think was the greatest Mughal Emperor? 5. How did the British become involved in India? <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Empire • Mughal • Criteria • Tolerance • Infrastructure • Governance |
| Themes | Movement and Settlement | Power: Monarchy, Church and State | Britain’s Global Influence | Conflict and Diplomacy |
| | | Religion and Identity | Protest and Radicalism | Power: Monarchy, Church and State |

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| Disciplinary Knowledge | Change and Continuity | Significance | Cause and consequence + interpretations | Change and Continuity |
| Checkpoint Assessment | None. | To be completed after Norman invasion lessons. A5 sheet/forms. Key terms and concepts. | To be completed after the lessons on why Britain got involved in the slave trade. A5 sheet/forms. Key terms and concepts. | To be completed after the Babur lesson. A5 sheet/forms. Key terms and concepts. |
| Essay in the curriculum? Speech in the curriculum? | Baseline oracy – What is your experience of history so far? Mark on Teams. | Heavily guided essay on significance in the medieval period. | Oracy on the abolition of slavery. | Mughal Essay Assessment. |
| Substantial Assessment | Short Cambridge-style assessment | Cambridge-style assessment | Cambridge-style assessment | End of year assessment, Cambridge-style. |