

### History Curriculum: Year 7

Year 7		HT1	HT2	HT3	HT4	HT5	HT6
<b>History</b>	<b>Topic</b>	<b>The Roman Empire</b>	<b>Roman Britain</b>	<b>The Norman Conquest</b>	<b>Impact of the Norman Conquest on life in England</b>	<b>The Islamic Empire</b>	<b>Impact of the Islamic Empire</b>
	<b>Why this and why now?</b>	To ensure all students understand the concepts of Empire and conquest needed later on in Y7 with the Islamic Empire and the Norman conquest, again in year 8 when studying the British Empire, and then again when looking at causes of World War One and imperialism. Students are also introduced to the concept of democracy which is built on in Y8 when studying Oliver Cromwell & in Y9 when studying women's suffrage.	This allows students to make links between global and national history. They will be able to understand the impact of the wider empire on Britain.	This moves through the time periods chronologically allowing students to gain an understanding of the differences between an Ancient civilisation and the Middle Ages. It allows students to understand causation of events which is built on in year 8 with the break with Rome, and Y9 with the Rise of Hitler. The topic also enables students to understand the concept of conquest which students will build on in Y9 (imperialism, international relations) and at GCSE (Norman England).	Students will build on their understanding of the Norman conquest to study how William gained control of society. This will include concepts such as feudalism, Christian church. Concepts of control are built on in year (Nazi Germany) and at GCSE (Norman England). Students will also develop their understanding of kingship which is built on in year 8 when studying the Tudors & Stuarts.	Students will build on their understanding of causation from HT3, to understand the causes of the growth of the Islamic Caliphate. Similarly, once students have studied Medieval English society, they are able to make a comparison with the Islamic Empire from the same time period.	Students again build on their understanding of causation to look at why Muslims went on the crusades and the impact of this. This means students are able to make links with the crusades briefly studied from the western perspective in HT4.  Students will also understand the concept of legacy and communication between different civilisations, which is built upon in the Y8 Empire topic, and when studying GCSE Medieval Islamic surgery.
	<b>What is the essential knowledge that needs to be remembered?</b>	Students will study the growth of the Roman Empire, the Roman Republic and will focus specifically on the reign of Julius Caesar.	Students will study the impact of the Romans on Britain including the conquest, impact on everyday life, and the collapse of the empire.	Students will study the causes and events of William's victory at the Battle of Hastings.	Students will study William's attempt to control the Anglo-Saxon's in his conquest of England. This will include the Domesday Book, Feudal system, Castles and the Catholic Church. Students will also look at	This will focus on the causes of the growth of the Islamic Caliphate in the Middle Ages, life in the Islamic Empire and what made the Arabs so successful.	Students build on their understanding of the Islamic Empire and begin to look at the causes of the Crusades, the leadership of Saladin and the impact of the Crusades on society.

					the extent of change and continuity in life under the Normans. They will also look at kingship during the Middle Ages focusing on the reigns of King Richard & King John.		
<b>What is the assessment intent and how will you assess?</b>	Summative Assessment – What type of ruler was Julius Caesar? (This will focus on historical interpretations and source skills)	Summative Assessment – Why did the Roman Empire in Britain collapse? (This will focus on causation and students will write an extended essay)	Summative Assessment – Why did William win the Battle of Hastings? (This will focus on causation and students will write an extended essay)	In what ways were the lives of Anglo-Saxons affected by the Norman conquest? (This will focus on change & continuity)	Summative Assessment – Why did Muslims go on the crusades? (This will focus on causation and students will write an extended essay)	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions	
<b>How does it cover the NC</b>	This focuses on an aspect of British history before 1066	This focuses on an aspect of British history before 1066	This focuses on a study of the development of Church, state and society in Medieval Britain 1066-1509.	This focuses on a study of the development of Church, state and society in Medieval Britain 1066-1509.	This focuses on a study of a significant society or issue in world history and its interconnections with other world developments.	This focuses on a study of a significant society or issue in world history and its interconnections with other world developments.	