

History | Year 7 Subject Overview

Year	HT1	HT2	HT3	HT4	HT5	HT6
Year 7 Key knowledge	How has sanitation changed through time? Disciplinary knowledge: Chronology, change and continuity. Theme: What were the lives of people in the past like? Substantive concepts: Public Health, parliament, historical eras.	How can we tell the story of 1066? Disciplinary knowledge: Narrative. Theme: How did people gain power in the past? Substantive concepts: Monarchy, conquest, hierarchy, slavery (thralls).	How did William gain control of England after 1066? Disciplinary knowledge: Causation. Theme: How did people gain power in the past? Substantive concepts: Monarchy, conquest, rebellion, suppression of rebellion, authority, hierarchy.	What made Baghdad such a significant place in the Medieval world? Disciplinary knowledge: Significance Theme: What did people believe in the past? Substantive concepts: Empire, conquest, trade, Silk Roads.	How miserable were Medieval lives? Disciplinary knowledge: Consequences Theme: What were the lives of people in the past like? Substantive concepts: Monarchy, rebellion, hierarchy, authority, Silk Roads.	What mattered to monarchs in the years 1500 - 1600? Disciplinary knowledge: Inference Theme: How did people gain power in the past? What did people believe in the past? Substantive concepts: the Church, Papacy, monarchy, authority, empire, Catholic, Protestant, Parliament.
Building and revisiting	· From KS2 History National Curriculum - Chronology and key historical terminology. · Historical periods which have been studied as part of the KS2 national curriculum including the Iron Age, Roman Britain, the Vikings and the Anglo-Saxons. · KS2 history skills including change, similarity and difference. KS2 work on connections, contrasts and trends over time as well as the appropriate use of historical terms.	· From KS2 History National Curriculum – Establishing clear narratives within the periods they study. · Enquiry One year 7 (sanitation). Chronological order is vital to completing the assessment for this enquiry. · Enquiry One year 7 (Sanitation). England/Britain has been shaped by ideas and people from other countries and cultures.	· From KS2 History National Curriculum – Cause. · Enquiry One and Two - Chronology of the Norman Conquest and change/continuity after 1066. · The unit builds on students' understanding of what happened after the Battle of Hastings from Enquiry Two.	· From KS2 History National Curriculum – significance. · Comparison of the importance of military conquest (spread of Islam and Norman conquest) as well as the spreading of ideas. · How England/Britain has been shaped by ideas from other countries and culture (Arabic mathematics, technological, medicine, education).	· Thematic revisiting of Enquiries 1 & 4 – comparing ordinary lives in the past. · Building on the importance of the Medieval Silk Roads from enquiry 4 as a vector for global transmission of the Black Death. · The social hierarchy established after 1066 from enquiry 3 as a cause of the Peasants' Revolt. · Suppression of opposition (Peasants Revolt in this enquiry with Harrying of the North – Enquiry 2).	· Thematic revisiting of enquiries 2 & 3 – How did people gain power in the past? · Comparison of how William increased his power after 1066 with how Henry used religious changes to increase his power.
Assessment	Feedback piece – change and continuity questions KAST 1 – Sanitation questions on change and continuity	Feedback piece – 1066 narrative KAST 1 – Narrative on the events of 1066	Feedback piece – Causation question KAST 2 – Causation question about how William gained control of England after 1066	Feedback piece – Significance question KAST 2 – Significance question about Medieval Baghdad	Feedback piece – Consequences of the Peasants' Revolt	Feedback piece – making inferences from sources