

History		
Core skill focus: Empathy, Transferable skills /cognitive skills – Analyse. Historical skills – Evidence		
Year group: Year 7	Module title: Pre 1066	Length of module: 2 weeks
<p>Module intent / knowledge to be gained</p> <p>Students will understand how and why this battle formed modern Britain as we know it.</p> <p>The dominance of the Anglo Saxon Kings over the marauding Vikings and Scots.</p> <p>Where the actual site of the Battle is believed to have been, (Wirral Peninsula, Bromborough).</p> <p>Students will be able to link the start of modern Britain to their locality.</p> <p>They will be able to forge links between ancient Britain and the forming of a modern Britain. There is a clear sequence of lessons through to the end of Anglo Saxon Britain and the beginning of Britain under Norman rule.</p>	<p>Sequence – where does this module fit? Links to past and future learning</p> <p>The changing nature of political power in Britain, traced through selective case studies from the Iron age through to the present day. The Battle of Brunanburh fought in 937AD is the beginning of modern Britain as we know it. This will allow for a smooth transition into the topics studied in key stage 3 in year 7, the development of church, state and society in Medieval Britain and will link to further learning at key stage 4 where students study Anglo Saxon and Norman Britain from 1060 to 1087 as a GCSE topic.</p> <p>This will also build further on learning at key stage 1 where students will have studied the Viking and Anglo Saxon struggle for Kingdom of England to the time of Edward the Confessor.</p>	
<p>Key words: Battle, Brunanburh, Viking, Anglo Saxon, formation, British Isles, invasion, nationalism, Chronicle, saga, Mercia, Wessex, tactics, kingdom, conquer, historians, importance, control, taxes.</p>		<p>Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.</p> <ul style="list-style-type: none"> - Use of regular short breaks/natural movement breaks. - Use reward systems (e.g. stickers). - Provide visual or written reminders for organising materials and equipment - Use a task plan/task management board. - Be very specific about how much work you expect to be completed within a set time. - Prompt the child with key words or information to listen out for. This could be visual form. - Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them.

		Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	How and Why Britain was divided into different Kingdoms. What were the reasons for the Battle?	Use of illustrations to explain the different kingdoms. Students produce a diagram with an explanation.	What was Britain like pre-1060?
2-3	The Battle of Brunanburh – the outcomes and the changing landscape of Britain as a result. The beginning of Anglo Saxon and modern Britain.	Extended writing task as to how this event shaped Britain for the Anglo Saxons.	Quiz
4	What was life like in Medieval England? The rural nature of Britain and the dependence on agriculture. The organisation of a village and how society adapted. What being an Anglo Saxon was in character, community and daily life.	Use of sources written and pictures. Students discuss how this affected lives and produce written answers.	Study of England
5	The death of Edward the Confessor, succession and candidates for the Throne. Why the death of Edward destabilised Britain, the characters who would vie for the throne Harold Godwinson, Harald Hardrada, William of Normandy and Edgar. Who was successful and why.	Extended writing task based on who should be the next King of England and why. Students to produce a clear conclusion.	Project – create and design a castle.
6	Why was William successful at the Battle of Hastings? The tactics employed during the battle, what impact the terrain had, the styles of attack and defence and how William was able to hoodwink the Anglo Saxons. The importance of castles in keeping control, how and why they were able to be built so quickly and the message it sent to the local populations.	Use of BBC video to highlight how and why William was successful. Students to explain using a writing frame how this was achieved. Open ended aspect to this promotes further challenge.	Who was the best candidate and why?

History		
Core skill focus Independence, Transferable Skills – Link, Historical skills – Change and Continuity		
Year group:7	Module title: Medieval Britain	
<p>Module intent / knowledge to be gained</p> <p>Students to study what was life like in Medieval Britain. Knowledge of why there was a need for succession (the coming of one king or thing after another in order, sequence, or in the course of events) after Edward’s death. Who the individuals were who were trying to gain control of the crown and how each character could lay legal claim to the crown. To understand the importance of castles in controlling the population, the use of Motte and Bailey castles and how and why the Normans were able to construct so quickly after their victory. Why the Harrying (to harass, annoy, or prove a nuisance to, or as if by repeated attacks) of the North took place, the results and how it affected the local population. The significance of the crowning of William the Conqueror as King (coronation). To understand the concept of the Domesday book (a record of a survey of the lands of England made by order of William the Conqueror about 1086, giving ownership, extent, value, of the properties and possessions.) and how this increased his control of his kingdom.</p>	<p>Sequence – where does this module fit? Links to past and future learning</p> <p>Students will have studied Anglo Saxon laws and Justice at Key stage 1 and this will build their knowledge further. They will then use the change and continuity of the period to see changes between Anglo Saxon and Norman laws and practices. This will impact their knowledge at key stage 4 where they study Anglo Saxon and Norman England from 1060 to 1087 and Crime and Punishment from 1000 to 1500 as part of their GCSE studies. This should allow for a seamless transition and deeper understanding of the topics covered. At key stage 2 some students may have had the opportunity to study Crime and punishment from the Anglo Saxons to the present day and this therefore will deepen their understanding of the topic. A look at relationships between England and Wales and how each was very different in nature.</p>	
<p>Key words: Succession, harass, harrying, castle, Motte and Bailey, Edward the Confessor, William the Conqueror, Harald Hardrada, Harold Godwinson, control, Domesday Book, significance, Medieval, punishment, construction, coronation, sequence, change and continuity, independence.</p>	<p>Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.</p> <ul style="list-style-type: none"> - Use of regular short breaks/natural movement breaks. - Use reward systems (e.g. stickers). - Provide visual or written reminders for organising materials and equipment - Use a task plan/task management board. - Be very specific about how much work you expect to be completed within a set time. 	

		<ul style="list-style-type: none"> - Prompt the child with key words or information to listen out for. This could be visual form. - Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers. 	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	William's coronation and the Harrying of the North. William and his crowning on Christmas day 1066 and why he treated the rebellions in the North in such devastating style. Why he felt remorse for the damage inflicted and the effects of his actions.	Extended writing using trigger key words to help explain the process and how successful it was.	Written explanation of Motte and Bailey castle
2	The Domesday book and reasons for its commission. Another form of control by listing all possessions of each individual in order to form accurate tax records. Historical document that gives us an insight into how people lived their lives during this period.	Use of sources along with BBC video explaining the need for the Domesday book. Students to conclude if it was successful.	Revision
3-4	The power of the Church in Medieval Britain why did everyone attend church and pay the Tithes., Doom Paintings and their influence on behaviour of peasants and lords alike. The Feudal system how the hierarchy affected society. The reason for the Crusades taking place and the struggle between Christianity and Islam.	Explanation of a key concept – the power of the church. Written and picture sources used along with a writing frame.	Create a Doom Painting
5	The Murder of Thomas Becket, the struggle between church and Crown. Why did the two former friends argue so violently and did Henry ii intend for the murder to take place.	Case study of the murder of Becket who committed the crime and why. The students to produce an investigation.	Why was Becket Murdered?
6	Edward and his forays into Wales. The reasons why he wanted to subdue the Welsh and the need for the Marcher Lords created under William. How and why raids were conducted over the borders.	The Marcher castles mapped and students to answer key questions on the need for protection.	Was Edward successful in Wales?

History		
Core skill focus Active Listening, Transferable skills – Identify. Historical skills – Historical Perspectives		
Year group: 7	Module title: Medieval Britain	Length of module: 6 weeks
<p>Module intent / knowledge to be gained</p> <p>Students will need to understand the power of the Church reflected through their control of the population. How Doom paintings fed their superstitions and perceptions of Heaven and Hell.</p> <p>The impact of the Black Death on society. How it changed relationships between countries and relationships between hierarchical structures within society.</p>	<p>Sequence – where does this module fit? Links to past and future learning</p> <p>The key stage 3 National Curriculum of the development of the church, state and society in Medieval Britain 1066- 1509 is covered by studying these topics. Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. This will build upon Key stage expectations; where students will have gained and deployed a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. They will also gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. This knowledge and skills are built upon further at GCSE and Key Stage 4.</p>	
<p>Key words: Wealth, culture, ideas, power, church, Doom paintings, superstition, economic, military, social, religious, pandemic, revolt, struggle, peasant, relationship, impact, conditions, uprising, subsistence, Thomas Becket, Henry ii, argument, Magna Carta, Parliament, crown, Nobles, Feudal system, Poll Tax.</p>	<p>Use multi–sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.</p> <ul style="list-style-type: none"> - Use of regular short breaks/natural movement breaks. - Use reward systems (e.g. stickers). - Provide visual or written reminders for organising materials and equipment - Use a task plan/task management board. - Be very specific about how much work you expect to be completed within a set time. - Prompt the child with key words or information to listen out for. This could be visual form. - Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension 	

		tasks and challenge wall to be formulated. Chunking for weak readers.	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	Mansa Musa was he the richest man on earth? The culture of the far east during this period. The notions of trade along the Silk road the development of trade routes and the exchange of ideas between the east and the west.	Story board about the wealth of Mansa Musa. Use of Diamond 9 activity. Open ended questions to gain knowledge.	Was Mansa Musa the richest man in the world?
2	Musa's pilgrimage to Mecca. It was this pilgrimage that awakened the world to the stupendous wealth of Mali. The breaking down of perceived ideas about Africa during this period	Diagram used to plot the pilgrimage. Students to use evidence to explain his wealth.	What are examples of a pilgrimage?
3 &4	The Black Death its impact and the results of the Pandemic. How did the plague spread, where did it originate? How did people perceive the disease and how did they try to treat it? What were the common beliefs of the time?	Use of BBC video and maps plus illustrations. Students then use a writing frame to answer an extended enquiry question.	Why did the Black Death spread so quickly?
5	The Peasant's Revolt – why was there an uprising over living and working conditions. How did the King navigate his way out of the situation? Economic factors of the time and who were the key characters that brought this crisis forward?	Use of evidence. Source based material from eye witness accounts. Students to answer key questions .	How did the King survive?
6	The changing nature of power between the King and Parliament (the Nobles, Magna Carta how this affected the relationship between the King and his subjects. Why this was such an important act in our history.	Use of writing frames to extend student ideas. Use of trigger words to form opinions and supported views.	King v the Nobles

History		
Core skill focus Collaboration, Transferable skills – Describe. Historical skills – Change and continuity.		
Year group:7	Module title: The Tudors	Length of module: 6 weeks
<p>Module intent / knowledge to be gained</p> <p>The Wars of the Roses how this affected Britain and divided loyalties. How the Crown came into the hands of the Plantagenets.</p> <p>Students to study the reign of Henry viii in detail. How and why did he break from Rome through the Reformation and why was his personal life so turbulent. Was Henry really a tyrant or an enlightened leader often misunderstood?</p> <p>Students to study what life was like for the ordinary citizen during the Tudor period. How were the disadvantaged treated and viewed and how did people entertain themselves?</p> <p>Students to understand why the question of succession after Henry was complicated through the differing relationships of his children.</p>	<p>Sequence – where does this module fit? Links to past and future learning</p> <p>This is in a chronological sequence, it neatly leads on from the Medieval period. It will build on their studies at key stage 1 and 2 where they are expected to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. At key stage 3 this allows them to study the development of Church, state and society in Britain 1509-1745 which in turn will enable students to study crime and punishment 1000 to present day at key stage 4. This should further embed their knowledge gained during their formative secondary school years.</p>	
<p>Key words: Wars of the Roses, Tudors, Henry Viii, control, Reformation, divorce, monasteries, solutions, problems, murder, poverty, tyrant, enlightened, theatre, leisure, poor law, inherit, character.</p>		<p>Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.</p> <ul style="list-style-type: none"> - Use of regular short breaks/natural movement breaks. - Use reward systems (e.g. stickers). - Provide visual or written reminders for organising materials and equipment - Use a task plan/task management board. - Be very specific about how much work you expect to be completed within a set time. - Prompt the child with key words or information to listen out for. This could be visual form.

		<ul style="list-style-type: none"> - Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers. 	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
21 & 22	The Wars of the Roses -The Plantagenets struggle for power. How the symbols of the White Rose and the Red Rose divided loyalty throughout Britain. The struggle for power and why Henry was ultimately successful in gaining the Crown.	Case study look at how the war was fought. Key battles researched and writing frame used to answer key questions.	How and why was Henry successful.
23	The character of Henry viii, his intellect, sporting prowess does this contrast with the historical figure that we have known previously? Why did he want a divorce from Catherine of Aragon and why did he go on to have six wives? The implications and machinations of his character on his personal relationships.	Diagram used to explain his wives use of Family Tree also. Key questions used with trigger words to extend knowledge and thinking.	What was Henry's traits as a person?
24	The English Reformation intent and nature. What impact did the break from Rome have on religion in this country? The creation of the Anglican church and the effect on the monasteries. Have a look from the European perspective too. What effect did the Reformation have outside of Britain?	Diary extracts for Martin Luther, contemporary extracts to explain what people at the time felt.	Why did Henry break from Rome?
25	How powerful was Henry viii? Was there any dissent to his rule, how did he treat his courtiers and the peasantry? Was he a benevolent ruler or an ogre?	Conclusion based piece of work. Students to use their collected evidence to answer the key question.	Was Henry a tyrant?
26	Who looked after the poor in Tudor times and what leisure activities took place? The society view of the poor during the period and how they were treated. How did Tudors entertain themselves, the development of theatre and sport and how Henry encouraged the arts and Culture?	Use of written sources to explain contemporary views.	Poor Law and leisure how did people live?

History		
Core skill focus Resilience. Transferable skills – Explain. Historical skills – Change and Continuity		
Year group:7	Module title: Later Tudors and Stuarts	Length of module: 6 weeks
<p>Module intent / knowledge to be gained</p> <p>Students to gain knowledge of why Henry’s children reigned so differently and had differing religious beliefs.</p> <p>Students to understand the reign of Elizabeth I and why she was in such danger internally and externally. The reign of the Stuarts and the Gunpowder plot that tried to destroy Parliament.</p> <p>Students to understand the role religion played in creating conflict during the period.</p> <p>The belief in witchcraft, how widespread was it and why did people have such a fear of this notion. Why did the King promote people’s fears further and appoint a Witchfinder General?</p>	<p>Sequence – where does this module fit? Links to past and future learning</p> <p>This is in a chronological sequence, it leads neatly on from Henry VIII and the early Tudor period. It addresses the need to gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. It will build upon the study of the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods studied in key stage one and two. At key stage three it addresses the development of Church, state and society in Britain 1509-1745. It will also reinforce learning at key stage four in the Crime and Punishment module that is studied.</p>	
<p>Key words: Edward, Mary, Elizabeth, James Stuart, religion, heresy, control, Armada, execution, superstition, threat, Gunpowder plot, Matthew Hopkins, witchcraft, trials, beliefs, protestant, catholic, succession, plots, intrigue, betrayal, loyalty, opposition, division, society, conflict.</p>		<p>Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.</p> <ul style="list-style-type: none"> - Use of regular short breaks/natural movement breaks. - Use reward systems (e.g. stickers). - Provide visual or written reminders for organising materials and equipment - Use a task plan/task management board. - Be very specific about how much work you expect to be completed within a set time. - Prompt the child with key words or information to listen out for. This could be visual form. - Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them.

		Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
27	How did Edward, Mary and Elizabeth rule differently according to their religious beliefs? The changing religious philosophy of the time and how this impacted on their reigns.	Graph and illustration to provide contrasts between reigns. Students provide written conclusion.	Differences between Edward, Elizabeth and Mary (religious)
28 & 29	Elizabeth I and the Spanish Armada – why Spain felt compelled to invade to protect the Catholic faith. Other dangers faced due to having no heir the threat of assassination.	Use of BBC video, illustrations and written sources to explain key aspects.	Spanish Armada – cause and effect.
30 & 31	James Stuart ascent to the throne. The end of the Tudors and the beginning of the Stuarts. The Gunpowder plot and why it was a total failure, the disagreements between the protestant and catholic faiths.	The case study of the Gunpowder plot. Students to produce investigation into how the protagonists were caught.	The results of the Gunpowder plot?
32	Witchcraft during the period, Matthew Hopkins (the Witchfinder General) and the trials of innocent people based on superstition. How this intertwined with good and evil. The general public perception of witches and why they were easily preyed upon.	Investigation into the key question of why was there a witchfinder General. Written conclusion by students.	James Stuart beliefs on witchcraft?

History		
Core skill focus Empathy. Transferable skills – Analyse. Historical skills - Significance		
Year group: 7	Module title: The English Civil War	Length of module: 6 weeks
<p>Module intent / knowledge to be gained Students to gain knowledge on why Charles and Parliament disagreed with one another so violently that it led to a Civil War. Why Charles felt he had been chosen by God to lead the country.</p> <p>The Civil War itself, how it was fought the tactics used and how it split the country down the middle between supporters of the Crown and Parliament.</p> <p>Students to understand why the King was executed and the role of Cromwell in ruling Britain. How did the issue of religion once again affect the campaign in Ireland?</p> <p>Restoration of the monarchy in England in 1660 It marked the return of Charles II as king following the period of Oliver Cromwell's Commonwealth. His political adaptability and his knowledge of men enabled him to steer his country through the convolutions of the struggle between Anglicans, Catholics, and Dissenters that marked much of his reign</p>	<p>Sequence – where does this module fit? Links to past and future learning</p> <p>The development of Church, state and society in Britain 1509-1745 at key stage 3 is covered by studying this topic. It will allow students to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. It will embed knowledge for key stage 4 where they will study Crime and Punishment in England during this period with significance and change and continuity as major skills. It will build further on student’s knowledge gained at Key stage 2 with their study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066, and their understanding of a significant turning point in British history - Parliament now transcends the Crown.</p>	
<p>Key words: Parliament, Parliament, Parliamentarians, Royalists, Cavaliers, Roundheads, New Model Army, Divine Right of Kings, execution, Civil War, taxes, opposition, church, King Charles, Oliver Cromwell, Interregnum, change, assert, power, Restoration, Monarchy, popularity.</p>		<p>Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.</p> <ul style="list-style-type: none"> - Use of regular short breaks/natural movement breaks. - Use reward systems (e.g. stickers). - Provide visual or written reminders for organising materials and equipment

		<ul style="list-style-type: none"> - Use a task plan/task management board. - Be very specific about how much work you expect to be completed within a set time. - Prompt the child with key words or information to listen out for. This could be visual form. - Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers. 	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
33	The differences between the King and Parliament. Why the population were angry with King Charles the raising of taxes, Ship Money and religious differences coming to the fore.	Pictorial source providing evidence of differences between the King and Parliament used by students to support their understanding.	English Civil War project – explain the key battles and results of the English Civil war, you may use diagrams, source material and pictures to illustrate your work.
34 - 35	The Divine Right of Kings how this affected the King’s relationship with Parliament and the outbreak of Civil War. How the battles were fought, the equipment used and how the rise of the New Model Army was decisive in the outcome.	Source based material to explain how and why the King behaved the way he did. Writing frame plus trigger words to answer key question.	
36	Why did the Parliamentarians prevail over the Royalists eventually? The execution of Charles. What were the consequences of the King’s execution and how Cromwell was viewed at the time by his contemporaries?	Investigation into why Parliament won. Using available sources and key words.	
37	The Interregnum and Cromwell in Ireland. How and why did Cromwell invade Ireland? Why was the issue of religion a dividing factor in his treatment of the Irish?	Eye witness accounts on the treatment of local Irish by Cromwell.	
38	The Restoration of Charles ii. Why the Republic under Cromwell was ended with his death? What were the issues Charles ii faced and	Historical accounts to help students conclude why they wanted to restore Charles ii.	

	how well was he able to deal with the issues of Catholics and Anglicans and opposition generally.		
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