



Year 7			
Term 1: Autumn	Term 2: Spring	Term 3: Summer	Age Related Expectations (ARE)
Anglo Saxon England The purpose of this unit is to introduce students to a pre-1066 study and discover what England was like before England became a unified nation. Students make use of sources and knowledge to assess if Anglo-Saxon England was a 'Golden Age.' The study will see students look at what a 'Golden Age' is, who the Anglo-Saxons were whilst also looking at artefacts, religion and key figures in British history such as Alfred the Great. This unit is taught now (Y7 HT1) as it is chronologically the first period of history they study at Parkside. Overview of the knowledge and skills covered in this unit: - What chronology is and its importance to history. - Introduction to primary sources and interpretations.	Norman Victory and Control The purpose of this unit is a study of England under the Normans. Students are introduced to the ideas of change and continuity under the rule of William the Conqueror. Students will also use knowledge gained from the previous scheme of learning as well as a variety of new sources and knowledge to discuss what did and did not change. This unit is part of the student's chronological journey at KS3. Overview of the knowledge and skills covered in this unit: - The context of England in 1066, the impact of the death of Edward the Confessor, and the contenders for the English throne. - The strengths and weaknesses of each of the contenders	Medieval Life The unit will focus on key social events of Medieval England, and give a broad overview of living conditions in the wider Medieval world. Students will develop their ability to compare and contrast experiences of ordinary people in different global settings. Changes within the political context of Magna Carta and the Peasants Revolt will set the scene for the development of Parliament in the next unit. Overview of the knowledge and skills covered in this unit: - Monarchs from the Houses of Plantagenet and York. - Living conditions for medieval people in England, and how these compare to other global civilisations at the time; Islamic Spain, Africa and Japan.	Change, continuity, similarity and difference - Understand the meaning of change and continuity. - Identify explicit examples of change and continuity and similarity and difference. Significance - Understand what makes an event significant. Cause and consequence - Explain the causes and consequences of an event - Categorise different types of causes and consequences. Sources - Understand what a source is, and is not. - Extract explicit information from sources. - Make basic inferences from sources. - Identify basic comparisons



• The 'Golden Age' concept in History. • Societies that invaded and settled in Anglo-Saxon England • The social structure/hierarchy of Anglo-Saxon England. • The use of artefacts to inform us about past lives. • Features of Anglo-Saxon culture, such as religion, buildings and literature. • The importance of the faith in Anglo-Saxon England. • The importance of Alfred the Great.	claims. • The events and outcome of the Battle of Fulford and the Battle of Stamford Bridge. • The reasons for the Norman victory at the Battle of Hastings; features of the fighting forces and battle tactics of William of Normandy and Harold Godwinson. • Methods used by the Normans to gain control and obedience on England, such as the Harrying of the North, the Feudal system, the Domesday Book.	• Events leading up to the signing of Magna Carta, and explore the significance of this. • Students will then study two events that had a significant impact on the social history of England; the causes, symptoms and impact of the Black Death, and the causes, events and impact of the Peasants Revolt.	between sources. Interpretations • Describe, and begin to explain different historical interpretations of events, people and change. Knowledge and communication • Write consistently in paragraphs. • Explain connections and links between features of the past. • Write with a clear focus, which may include linking to the question. • Use specialist vocabulary. • Judgement. • Reach an individual opinion on a historical debate.
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