

# Year 7 LTP - History

## Termly Plan

<b>Cross Curricular Theme: Identity</b>		<b>Cross Curricular Theme: Life and Death</b>		<b>Cross Curricular Theme: War and Peace</b>	
<b>Term 1: a) What makes a good historian?</b> <b>b) Where do we come from? How did Britain change up to 1066?</b> <b>Term 2: Where do we come from? How did Britain change after 1066?</b>				<b>Term 5: Religious Wars</b> <b>Term 6: How did Wars transform Britain c1450-1651?</b>	
<b>Term 1</b> <b>a) What makes a good historian?</b> The aim of this unit is to understand the role of a historian, to learn how to use evidence to find out about the past and to explore personal histories.  <b>b) Where do we come from? How did Britain change up to 1066?</b> The aim of this unit is to ensure all students have a foundation level of understanding about how Britain developed upto 1066.	<b>Term 2</b> <b>Norman Conquest</b> The Norman Conquest is a hugely important period in the history of the British Isles, not just for its own fame, but also because it allows students to appreciate the chaotic origins of England as a nation state. It allows students to perceive the diversity of Britain before the conquest, as well as exploring how the Normans altered the power dynamics in the country.	<b>Term 3+4</b> <b>Life and Death in Medieval Britain</b> This unit extends and builds on the exploration of the social impact of the Norman Conquest and provides a useful foundation for developing students' understanding of later History. It allows students to explore a broad social history approach to Life in Medieval England and gives an opportunity to understand what links us to peoples in the past. The in-depth enquiry encourages students to look at the lives of ordinary people based on their investigations into different aspects of village life and to understand their beliefs, values and motives. The focus on the key event of the Black Death enables them to explore its impact on life in Britain and to consider change and continuity over time.	<b>Term 5</b> <b>Crusades</b> This unit explores what the Crusades were, who went, what happened, and why we should bother remembering them. By the end of this topic students should be able to explain how and why different interpretations are formed about the medieval kings, soldiers and peasants involved in the Crusades.  The unit is also about raising awareness of the impact of History on the modern world.	<b>Term 6</b> <b>How did Wars transform Britain c1150-1650</b>  Students will learn about how different wars that involved Britain between 1150-1650 shaped the Britain in which we live today. We will focus on what changed during the Middle ages when England fought many wars against its neighbours in an attempt to conquer their countries.  Students will learn about the religious turmoil that followed the Wars of the Roses and finally analyse what changed and stayed the same in Britain because of the English Civil War.	
<b>Assessment Objectives:</b> <b>a)What makes a good historian?</b> <b>AO3 Analyse</b> , evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <b>b) Where do we come from? How did Britain change up to 1066?</b> <b>AO1</b> Demonstrate knowledge	<b>Assessment Objectives:</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>AO2</b> Explain and analyse historical events and periods studied using secondorder1 historical concepts.	<b>Assessment Objectives:</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>AO2</b> Explain and analyse historical events and periods studied using second order historical concepts.	<b>Assessment Objectives:</b> <b>AO3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.  <b>AO4</b> Analyse, Evaluate and Make Judgements About Interpretations	<b>Assessment Objectives:</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  <b>AO2</b> Explain and analyse historical events and periods studied using secondorder1 historical concepts.	

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<p><b>Assessed Tasks:</b> Formative 1: Inference Questions (4 marks per question) <i>Lesson 5</i> (AO3e)  Formative 2: Write a narrative account analysing the key events in Britain before 1066 (8 Marks) <i>Lesson 13</i> (AO1c, AO1d, AO2d)  Summative: Using Evidence (AO3a AO3c AO3d AO3e AO3f AO3j AO3k)</p>	<p><b>Assessed Tasks:</b> Formative 1: Write a narrative analysing the key events of the Battle of Stamford Bridge (8 marks) (AO1c, AO1d, AO2d)  Formative 2: Explain the importance of the Domesday Book in helping William gain control (8 marks) (AO1e /AO4c / AO4d)  Summative: The Norman Conquest Exam Style Assessment Summative: The Norman Conquest (AO1b AO1d AO1f AO2b AO2c AO2d)</p>	<p><b>Assessed Tasks:</b> Formative 1: Explain what life was like in a typical Medieval Town (12 Marks) You may use the following in your answer  <ul style="list-style-type: none"> <li>Town Charter</li> <li>The Guildhall</li> </ul> (AO1d)  Formative 2: Write a narrative account analysing the key events of the death of Thomas Becket (8) (AO1c, AO1d, AO2d)  Summative: Life in Medieval England (AO1a AO1b AO1c AO1d AO1e AO1f AO1g AO1h)</p>	<p><b>Assessed Tasks:</b> Formative 1: Describe two symptoms of the Black Death (4) (AO1b)  Formative 2: Explain one way in which the treatment of the Black Death is different to the treatment of disease today (4) (AO1g AO1h))  Summative: Causes and consequences of the Black Death (AO1b, AO2c AO2d AO2e)</p>	<p><b>Assessed Tasks:</b> Formative 1: Study Interpretations 1 and 2. They give different views about Saladin. What is the main difference between the views? Explain your answer, using details from both interpretations (4) (AO4e)  Suggest one reason why Interpretations 1 and 2 give different views about.... You may use Sources B and C to help explain your answer (4) (AO4f AO4i)  Formative 2: How far do you agree with Interpretation 1 about what the Westerners gained from the Crusades. Explain your answer, using the interpretation and your knowledge of the historical context (8) (AO4h)  Summative: Interpretations of the Crusades (AO4) (AO3e AO3g AO3i AO3k / AO4e AO4f AO4g)</p>	<p><b>Assessed Tasks:</b> Formative 1: Describe the role played by two of these people in the Wars of the Roses:  <ul style="list-style-type: none"> <li>Henry VI</li> <li>Richard, Duke of York</li> <li>Margaret of Anjou</li> <li>Edward, Richard of York's son (4)</li> </ul> (AO1b)  Formative 2: Explain two causes of the English Civil War(2x4) (AO2c AO2d)  Summative: Wars in Britain 1150-1650: Change and Continuity (AO2) (AO2i AO2j AO2k AO2l AO2m)</p>

<b>Key Vocabulary</b> Chronology Evidence Sources Interpretations Significance Cause Consequence Neolithic Revolution Stone Age Romans Migration Immigrant	<b>Key Vocabulary</b> Witan Claim Heir Battle Cause Consequence Domesday Feudal System	<b>Key Vocabulary</b> Religion Church Cathedral Village Labour	<b>Key Vocabulary</b> Buboes Flagellant Religion Trade Treatment Supernatural Natural	<b>Key Vocabulary</b> Crusader Impact Interpretation Jihad Migration	<b>Key Vocabulary</b> Roundhead Cavalier Execution Civil War
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**History Assessment Objectives and Skills  
(Highlighted skills to be assessed in Year 7)**

<p><b>AO1 Knowledge and Understanding</b></p> <p>AO1a. I can briefly list knowledge of an event/person/era in the past.</p> <p>AO1b. I can describe different events/people/times/eras using terminology appropriately e.g. empire, civilisation.</p> <p>AO1c. I can understand the concept of chronological narrative.</p> <p>AO1d. I can describe the key events, people and periods in the period I am studying and identify where these fit within a chronology.</p> <p>AO1e. I can make informed judgments about different events/people/times/eras.</p> <p>AO1f. I can use historical terms and concepts with confidence.</p> <p>AO1g. I can describe similarities and differences.</p> <p>AO1h. I can explain similarities and differences and use them to make connections and draw contrasts.</p> <p>AO1i. I can create an analytical enquiry using supported knowledge.</p> <p>AO1j. I can explain using factors.</p>	<p><b>AO2: Explain and Analyse Historical Events and Periods</b></p> <p>AO2a. I can identify an example of a cause and/or consequence without reason or justification.</p> <p>AO2b. I can identify several examples of causes and/or consequences of an event with a detailed description.</p> <p>AO2c. I can describe examples of causes and/or consequences without exploring links between them.</p> <p>AO2d. I can describe examples of causes and/or consequences and can begin to explore the links between them.</p> <p>AO2e. I can explain examples of causes and/or consequences and begin to consider the long and short term impact.</p> <p>AO2f. I can evaluate causes and/or consequences.</p> <p>AO2g. I can evaluate causes and/or consequences, and can rank and form overall judgements.</p> <p>AO2h. I can evaluate causes and/or consequences, and create a reasoned argument.</p>	<p><b>AO3 Analyse, Evaluate and Use Sources</b></p> <p>AO3a. I can identify details from a source</p> <p>AO3b. I can describe a given source and support my description using the evidence from the source.</p> <p>AO3c. I can begin to create my own enquiry using supporting knowledge.</p> <p>AO3d. I can use more than one source to create a description</p> <p>AO3e. I can create inferences from one or more sources (make an interpretation)</p> <p>AO3f. I can use more than one source to create an explanation</p> <p>AO3g. I can develop judgements from a source using its nature, origin and purpose and make links between the NOP (context) of a source and its content.</p> <p>AO3h. I can explain the significance of the NOP (context) of a source using its provenance and my own knowledge.</p> <p>AO3i. I can make links between the NOP (context) of a source, its content and my own knowledge.</p> <p>AO3j. I can use the sources to create an argument.</p>	<p><b>AO4 Analyse, Evaluate and Make Judgements About Interpretations</b></p> <p>AO4a. I can identify and describe a significant person/event, without offering an explanation.</p> <p>AO4b. I can give reasons why a person or event is significant.</p> <p>AO4c. I can give reasons and develop an explanation why a person or event is significant.</p> <p>AO4d. I can analyse how a person/event was significant considering their/its short and long term effects.</p> <p>AO4e. I can explain why there are contrasting interpretations about the same person/event.</p> <p>AO4f. I can analyse why a range of historical interpretations on a significant person or event may differ.</p> <p>AO4g. I can explain why different opinions about a significant person or event have been constructed.</p> <p>AO4h. I can analyse the strengths and weaknesses of different interpretations of an event/change.</p>
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<p>AO1k. I can analyse using a range of historical factors.</p> <p>AO1l. I can analyse an event within a specified time period/theme/idea.</p> <p>AO1m. I can analyse and compare the key events, people and periods in the period or theme I am studying.</p> <p>AO1n. I can analyse and make links between different times, periods and themes.</p> <p>AO2n. I can make sustained judgements using various factors and make a substantial conclusion.</p>	<p>AO2i. I can describe examples of change and/or continuity within a given time period</p> <p>AO2j. I can describe examples of change and/or continuity across given time periods and draw contrasts.</p> <p>AO2k. I can explain examples of changes and/or continuity within a given time period and make connections.</p> <p>AO2l. I can explain examples of changes and/or continuity across given time periods with justification.</p> <p>AO2m. I can evaluate the impact and significance of changes and/or continuity across chosen time periods in depth.</p> <p>AO2n. I can evaluate the impact of factors as catalysts for change e.g. war, individuals, science and technology</p>	<p>AO3k. I can evaluate the utility and reliability of source(s) using contextual knowledge to create an argument.</p> <p>AO3l. I can describe which sources would be useful to help develop an enquiry.</p> <p>AO3m. I can use the sources together with discrimination to create an argument (weight and tone).</p>	<p>AO4i. I can compare sources to show similarities and/or differences with evidence and explain why these interpretations differ.</p> <p>AO4j. I can evaluate why one person/event is more significant than another.</p> <p>AO4k. I can evaluate why views on significance change through time by considering their legacy.</p>
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