Year 7 HISTORY						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half term 5	Half term 6
Topic	**What is History?** **Local History:** The Historic Environment – A history before 1066: The Mystery of the Walton Basin.	**Migration in early Britain:** **What impact did migrant groups have on the development of early Britain?**	**Wider World: Chinese Tang Dynasty: Was China under the Tang Dynasty really 'the greatest civilisation on earth'?** **Big picture introduction: What was the big story of the medieval period?** **Norman Conquest: Did the historian Marc Morris get it right about the significance of the Norman Conquest?**	**Medieval Beliefs: Differing perspectives of belief and Religion in the Medieval period.** **Outsiders in medieval England: What was it like to be an 'alien' or an outsider in medieval England?**	**Outsiders in medieval England: What was it like to be an 'alien' or an outsider in medieval England?** **Medieval Ordinary Lives: What were medieval peasants' lives really like?**	**Medieval Ordinary Lives: What were medieval peasants' lives really like?** **Medieval Power: Who was the best Medieval monarch?**
Key Concepts	Chronology; Enquiry; Evidence; Cause and Consequence; Change; Diversity; Significance; Interpretation Hypotheses using archaeology of the Walton Basin. Pre-History and History.	Diversity, Chronology; Enquiry; Evidence; Cause and Consequence; Change; Significance; Interpretation	Diversity, Chronology; Enquiry; Evidence; Cause and Consequence; Change; Significance; Interpretation	Diversity, Chronology; Enquiry; Evidence; Cause and Consequence; Change; Significance; Interpretation	Diversity, Chronology; Enquiry; Evidence; Cause and Consequence; Change; Significance; Interpretation	Diversity, Chronology; Enquiry; Evidence; Cause and Consequence; Change; Significance; Interpretation

Knowledge and Understanding Milestones	**Change and continuity** from Neolithic period to Roman period.	**Diversity and Significance** of migration in early Britain.	**Diversity and Significance** in a wider world study. Significance of the Norman invasion.	**Importance** of the Church in Medieval England.	**Using evidence to explain** the lives of Medieval peasants.	**Understanding** power in the Medieval period.
Scaffolding for SEND to ensure quality first teaching	Scaffolds Sentence stems Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge tasks Model answers Targeted questioning Knowledge Organiser tests Recall quizzes Dual-coding	Scaffolds Sentence stems Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge tasks Model answers Targeted questioning Knowledge Organiser tests Recall quizzes Dual-coding	Scaffolds Sentence stems Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge tasks Model answers Targeted questioning Knowledge Organiser tests Recall quizzes Dual-coding	Scaffolds Sentence stems Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge tasks Model answers Targeted questioning Knowledge Organiser tests Recall quizzes Dual-coding	Scaffolds Sentence stems Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge tasks Model answers Targeted questioning Knowledge Organiser tests Recall quizzes Dual-coding	Scaffolds Sentence stems Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge tasks Model answers Targeted questioning Knowledge Organiser tests Recall quizzes Dual-coding
Careers input	**Archaeology** – **field walk with archaeologist in the Walton Basin** in Summer Term.	Debate and Analysis – general careers skills. Objectivity, communication, decision making, critical thought.	Debate and Analysis – general careers skills. Objectivity, communication, decision making, critical thought.	Debate and Analysis – general careers skills. Objectivity, communication,	Debate and Analysis – general careers skills. Objectivity, communication,	Debate and Analysis – general careers skills. Objectivity, communication,

				decision making, critical thought.	decision making, critical thought.	decision making, critical thought.
Links (prior knowledge, future knowledge)	**These units build on:** coverage of Historical Skills/concepts and Ancient British History in primary schools. **These units prepare students for:** an understanding of key concepts and skills; later studies covering diversity, culture and beliefs, and the historic environment.	**These units build on:** coverage of Diversity and migration and the Ancient British History covered in the first part of the term. **These units prepare students for:** later studies covering diversity, culture and beliefs and migration.	**These units build on:** coverage of Diversity and Migration and Invasion covered in earlier units. **These units prepare students for:** later studies covering the wider world, culture and beliefs, diversity and migration.	**These units build on:** coverage of Diversity and migration, and beliefs covered in earlier units. **These units prepare students for:** later studies covering beliefs, 'outsiders', diversity and migration.	**These units build on:** coverage of 'outsiders', Diversity and migration and 'ordinary lives'. **These units prepare students for:** later studies covering 'outsiders', diversity and migration and 'ordinary lives'.	**These units build on:** coverage of ordinary lives and power in earlier units. **These units prepare students for:** later studies on ordinary lives and power.
Key Vocabulary	Chronology, time, period, era, recent, early, late. Possibly, probably, not sure, maybe, perhaps, sure, certain. Trade, Skilled, Craftsmen, Farmers, Religious, Beliefs, Flint, Neolithic, Life, Death, Migration, Cultivation, Cursus, Enclosure, Astronomy. Degrees of certainty	archaeology, trade, conquer, literate, Druid. Iceni tribe, independent, ally, primitive, currency, horde. archaeologist, ancestor, diverse, ivory. migration, invasion, monastery, settle, pillage. pagan, mercenary, intermarriage, piety, devout. pagan, Christian, legal system, shire, sheriff,	Dynasty, Emperor, Civilisation, Buddhism, Taoism, Monastery, Rebellion, Diverse, Silk Roads, Trade, Merchant, Enslaved person, Embassy	Pilgrimage, Doom painting, Crusade, Relic, Purgatory, Mass, Superstition, Afterlife, Renaissance	Peasant, Knight, Freeman, Feudal system, Statute, Parish, Revolt, Poll Tax, Plague, Heretic, Archaeologist, Chronicle	Legitimate, monarch, heir, succession, rebellion, allegiance, noble, Kingdom, feudal system.

		pillage, monastery, Danelaw. raid, Scandinavia, invasion, consolidate, noble, provinces, pagan.				
Review and Assessment (including opportunities for retrieval practice)	**Formative Assessment:** Students do Challenge tasks based on the content of the units. Students self and peer review. **Summative Assessment:** Knowledge Organiser to support End-of-topic Knowledge assessments.	**Formative Assessment:** Students do Challenge tasks based on the content of the units. Students self and peer review. **Summative Assessment:** Knowledge Organiser to support End-of-topic Knowledge and Skills assessments.	**Formative Assessment:** Students do Challenge tasks based on the content of the units. Students self and peer review. **Summative Assessment:** Knowledge Organiser to support End-of-topic Knowledge and Skills assessments.	**Formative Assessment:** Students do Challenge tasks based on the content of the units. Students self and peer review. **Summative Assessment:** Knowledge Organiser to support End-of-topic Knowledge and Skills assessments.	**Formative Assessment:** Students do Challenge tasks based on the content of the units. Students self and peer review. **Summative Assessment:** Knowledge Organiser to support End-of-topic Knowledge and Skills assessments.	**Formative Assessment:** Students do Challenge tasks based on the content of the units. Students self and peer review. **Summative Assessment:** Knowledge Organiser to support End-of-topic Knowledge and Skills assessments.