Programme of study for Y7 History 2026-27

Topic / Big Question: **How do Historians do their job?** ◆ What is History? ◆ How do historians use evidence to understand the past? ◆ How do we make inferences? ◆ How do historians form interpretations? **Why did different groups come to Britain?** ◆ Early history of Britain – Roman conquest, **Boudicca**, Anglo-Saxons and Vikings, **Emma of Normandy** Skills (students should be able to do): ◆ Sort into chronological order [AO1] ◆ Give key features [AO1] ◆ Understand the consequences of events [AO1,AO2] ◆ Understand the causes of an event [AO1,AO2]	Topic / Big Question: **Why did William win the Battle of Hastings?1066 – c.1150** ◆ The succession crisis: contenders to the throne, Battle of Stamford Bridge ◆ The Battle of Hastings: the events of the battle; the reasons why William won ◆ Norman takeover: feudal system, castles, Domesday Book **What was life like in Medieval England? c1100-1485** ◆ The medieval Church: hierarchy of the Church, the power over people's lives ◆ Monarch and Parliament: **Queen Matilda**, King John and the barons, Magna Carta, the origins of Parliament Skills (students should be able to do): ◆ Sort into chronological order [AO1] ◆ Give key features [AO1] ◆ Understand the consequences of events [AO1,AO2] ◆ Understand the causes of an event [AO1,AO2]	Topic / Big Question: **What was life like in Medieval England? c.1100-1485** ◆ The Black Death and the Peasants' Revolt: the impact of the Black Death; the reasons for the Peasant's revolt the Abbasid Caliphate **Why were the Tudors significant? 1485-1603** ◆ Change and Reformation: Renaissance and new ideas; Martin Luther and Protestantism Skills (students should be able to do): ◆ Make inferences from a source [AO3] ◆ Explain the consequences of events [AO1,AO2] ◆ Explain the causes of an event [AO1,AO2] ◆ Analyse an event [AO1,AO2]	Topic / Big Question: **Why were the Tudors significant? 1485-1603** ◆ Henry VIII and the Break from Rome: seeking the annulment; the Church of England; the dissolution of the monasteries ◆ Black Tudors – How interconnected was Tudor society? ◆ Elizabeth I: how she ruled; foreign threats, early colonies, Spanish Armada Skills (students should be able to do): ◆ Make inferences from a source [AO3] ◆ Explain the consequences of events [AO1,AO2] ◆ Explain the causes of an event [AO1,AO2] Analyse an event [AO1,AO2]	Topic / Big Question: **How did the role of the Monarch and Parliament change over time? 1603-1714** ◆ Charles I and Civil War: conflict between King and Parliament; reasons for the civil war Civil War events; reasons for Parliament's victory; execution of Charles I ◆ **The Restoration and after:** The Restoration, the Glorious Revolution, changing relationship between monarch and Parliament over time Skills(students should be able to do): Skills (students should be able to do): ◆ Make inferences from a source [A03] ◆ Explain the consequences of events [AO1,AO2] ◆ Explain the causes of an event [AO1,AO2] Analyse an event	Topic / Big Question: **How did the Industrial Revolution change Britain? 1750-1900** ♦ How did the Industrial Revolution change Britian? ♦ What was life like in industrial cities? ♦ How did working conditions change? **Case Study: How did Somalia influence the world?** ♦ Medieval Somali Sultanates ♦ The Dervish movement ♦ Democratic Somalia ♦ Somali influence in the modern world Skills(students should be able to do): Skills (students should be able to do): ◆ Make inferences from a source [A03] ◆ Explain the consequences of events [AO1,AO2] ◆ Explain the causes of an event [AO1,AO2] Analyse an event

AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 Explain and analyse historical events and periods studied using second order historical concepts. AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. THEMES: The following three themes will be be specifically highlighted throughout the Key Stage 3 History curriculum: 1. Power and parliament – the development of royal power, in conjunction with the power of the church, and the rising power of parliament 2. Trade and empire – the development of trade as a major driver for change, and the establishment and history of empire 3. Changing society and migration – the development of society through time up to the modern day, including the history and significance of migration					
End of term 1 assessment to cover: Topics from first half term. 1. Inference making 2. Explanation and extended writing		End of term 2 assessment to cover: 1. Source analysis, weighing extent of opinion 2. Historical interpretations		End of year assessment to cover: 1. Creative writing 2. Measuring change over time	
Building understanding: Rationale / breakdown for your sequence of lessons: Students start by Learning what skills are used in History and that nature of the subject.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Students study a key moment in England's history, the Norman Conquest. The theme of power – royal and noble power is introduced.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Students examine key moments in the development of England – the relationship between royal power and Church power is explored, and the role of Parliament developed.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Students examine key moments in the development of England – the relationship between royal power and Church power is explored, and the role of Parliament developed.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Students examine key moments in the development of England – the challenges to royal power by Catholics, Puritans and Parliament.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Students examine key moments in the development of Britain – the huge changes in society, the push for reform to Parliament, and the way industrialisation transformed Britain.
Home – Learning: Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks	Home – Learning: Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks	Home – Learning: Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks	Home – Learning: Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks	Home – Learning: Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks	Home – Learning: Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks
Reading / literacy: Textbook, handouts, PPT, weblinks, modelling and model answers	Reading / literacy: Textbook, handouts, PPT, weblinks, modelling and model answers	Reading / literacy: Textbook, handouts, PPT, weblinks, modelling and model answers	Reading / literacy: Textbook, handouts, PPT, weblinks, modelling and model answers	Reading / literacy: Textbook, handouts, PPT, weblinks, modelling and model answers	Reading / literacy: Textbook, handouts, PPT, weblinks, modelling and model answers

Numeracy: Chronology, years, centuries	Numeracy: Chronology	Numeracy: Chronology	Numeracy: Chronology	Numeracy: Chronology	Numeracy: Chronology
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):					