

### Year 7: Three-year Scheme of Work

Half-term: Autumn 1						
Unit title: The Norman Conquest						
Weeks 1–2 Enquiry question: What was England like before the Battle of Hastings?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
<b>Week 1</b> * Chronological terms * Overview British history timeline (periods) * Locating the Anglo-Saxons in an overview of British History * Early Medieval period focus	Background to <b>Anglo-Saxon and Norman England c1060–1088</b>	Chronology Target Step 3 Stretch to Step 4	<b>Chronology Step 3:</b> Learners understand the literal meanings of terms such as year, decade and century. Beginning to be able to put periods and events in order.	<b>Chronology Step 4:</b> Learners can use terms like year, decade or century in their work and can apply them to historical situations with which they are familiar. They can construct a simple timeline of periods that they have studied.	<b>Chronology Step 4:</b> Beginning to understand the use of terms such as 'the sixteenth century' or 'the Victorian era'.	Baseline test covers all aspects
<b>Week 2</b> * Anglo-Saxon society – what we know about the Anglo-Saxons * How we know: Surviving buildings, surviving artefacts, archaeology, written accounts	Background to <b>Anglo-Saxon and Norman England c1060–1088</b>	Evidence Target Step 3 Stretch to Step 4	<b>Evidence Step 3:</b> Learners understand that sources are used by historians to find out about the past.	<b>Evidence Step 4:</b> Learners appreciate that historians need to interrogate sources to work out what happened in the past		

*\*This Scheme of Work outlines a course that would prepare students to start studying Edexcel GCSE (9-1) History, however it is not necessary to follow this scheme in order to take the qualification, and other approaches to preparing students for GCSE study may be equally valid and effective.*

Weeks 3–5 Enquiry question: Why was England a Battlefield in 1066?						
<p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>* What is a monarch?</li> <li>* Reasons for wanting to be a medieval monarch</li> <li>* Contenders to the throne in 1066</li> </ul>	Background to <b>Anglo-Saxon and Norman England c1060–1088</b>	Historical vocabulary <b>Target Step 3</b>	<p><b>Historical vocabulary Step 3:</b> Learners can remember a range of historically relevant vocabulary within a given historical period (e.g. World War Two) and can use it to describe the period.</p> <p><b>Causation and consequence Step 3:</b> Learners can identify a number of causes of historical events and understand that these are a result of relationships in the past.</p> <p><b>Interpretations Step 3:</b> Learners can pick out simple differences in accounts of the past.</p>	<p><b>Causation and consequence Step 4:</b> Learners can identify a number of causes and are beginning to categorise these into different types or groups of causes, e.g. short-term and long-term.</p> <p><b>Interpretations Step 4:</b> They can give simple descriptions of two opposing interpretations of an event or person, but are still inclined to look for the interpretation that is most ‘true’.</p>	<p><b>Causation and consequence Step 4:</b> Learners understand consequence as the fixed result of all the possible causes and may regard the idea of consequences as inevitable or the only possible outcome.</p>	<p><b>Baseline test covers all aspects</b></p>
<p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>* Battle of Stamford Bridge</li> <li>* Harold's army and its condition after Stamford Bridge</li> </ul>	<b>Anglo-Saxon and Norman England c1060–1088</b>	Causation and consequence <b>Target Step 3</b> <b>Stretch to Step 4</b>				
<p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>* Composition of William's army</li> <li>* The Battle of Hastings</li> <li>* Accounts of the battle</li> <li>* The verdicts of historians on what caused the outcome</li> </ul>	<b>Anglo-Saxon and Norman England c1060–1088</b>	Interpretations <b>Target Step 3</b> <b>Stretch to Step 4</b>				

Weeks 6–7 Enquiry question: How did William take control of England?						
<p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>* Use of 'terror' to establish control: the Harrying of the North</li> <li>* Norman Castles</li> </ul>	<p><b>Anglo-Saxon and Norman England c1060–1088</b></p> <p>Castles are relevant background to <b>Warfare through time, c1250–present.</b></p>	<p>Evidence</p> <p>Target Step 4</p> <p>Stretch to Step 4</p> <p>4</p>	<p><b>Evidence Step 4:</b></p> <p>Learners appreciate that historians need to interrogate sources to work out what happened in the past.</p> <p><b>Change and continuity Step 4:</b> Learners can identify and describe some historical changes that took place in periods with which they are familiar, but they view changes as events that took place and continuity simply as the absence of change.</p>	<p><b>Evidence Step 4:</b></p> <p>Learners have a sense that historians use sources with the benefit of hindsight. Learners comment on the reliability of sources ('biased' may be used as a catch-all term).</p> <p><b>Change and continuity Step 4:</b></p> <p>They can describe some broad historical developments and trends (e.g. technological progress), but with little accuracy or linking to chronology.</p>	<p><b>Evidence Step 5:</b> Begin to comment on the provenance of sources.</p>	<p><b>Baseline test covers all aspects</b></p>
<p><b>Week 7</b></p> <ul style="list-style-type: none"> <li>* Cultural changes (e.g. language)</li> <li>* Feudal system</li> <li>* Domesday Book</li> </ul>	<p><b>Anglo-Saxon and Norman England c1060–1088</b></p> <p>The feudal system is also important background for <b>Warfare through time, c1250–present</b> and <b>The reigns of King Richard I and King John, 1189–1216.</b></p>	<p>Change and continuity</p> <p>Target Step 4</p> <p>Stretch to Step 4</p> <p>4</p>				

Half-term: Autumn 2						
Unit title: Religion in Medieval England						
Weeks 8–10 Enquiry question: Why was the Church so important in people’s lives?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
<p><b>Week 8</b></p> <ul style="list-style-type: none"> <li>* Medieval views of the afterlife (heaven, hell and purgatory)</li> <li>* Ways of improving chances of getting to heaven: good works, pilgrimages, the power of prayer, saints</li> <li>* Effects on everyday life</li> </ul>	<p>Background to:</p> <ul style="list-style-type: none"> <li>* <b>Anglo-Saxon and Norman England c1060–1088</b></li> <li>* <b>The reigns of King Richard I and King John, 1189–1216</b></li> <li>* <b>Crime and punishment through time, c1000–present</b></li> <li>* <b>Medicine through time, c1250–present</b></li> </ul>	<p>Evidence</p> <p>Target Step 4</p> <p>Stretch to Step 5</p> <p>Chronology</p> <p>Historical vocabulary</p>	<p><b>Evidence Step 4:</b></p> <p>Learners appreciate that historians need to interrogate sources to work out what happened in the past. (Reinforced)</p> <p><b>Evidence Step 4:</b></p> <p>Learners comment on the reliability of sources ('biased' may be used as a catch-all term) but have little understanding of how historians build an evidence picture.</p>	<p><b>Evidence Step 5:</b></p> <p>Learners can distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z.</p> <p><b>Evidence Step 5:</b></p> <p>Learners make generalised references to provenance (e.g. 'sources from witnesses are more reliable').</p>	<p><b>Evidence Step 6:</b></p> <p>Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose.</p>	<ul style="list-style-type: none"> <li>• <b>Causation and consequence</b></li> <li>• <b>Evidence</b></li> <li>• <b>Analytical narrative (story of Becket)</b></li> </ul>
<p><b>Week 9</b></p> <ul style="list-style-type: none"> <li>* Role of priests in daily life</li> <li>* Why people became monks/nuns</li> <li>* Lives of monks and nuns and their effect on local communities, to include caring for the sick and praying for the dead</li> </ul>	<p>Background to:</p> <ul style="list-style-type: none"> <li>* <b>Anglo-Saxon and Norman England c1060–1088</b></li> <li>* <b>The reigns of King Richard I and King John, 1189–1216</b></li> <li>* <b>Crime and punishment through time, c1000–present</b></li> <li>* <b>Medicine through time, c1250–present</b></li> </ul>	<p>Evidence</p> <p>Target Step 4</p> <p>Stretch to Step 5</p>	<p><b>Causation and consequence Step 4:</b></p> <p>Learners can identify a number of causes and are beginning to categorise these into different types or groups of causes, e.g. short-term and long-term or 'things to do with money'.</p>			

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<p><b>Week 10</b></p> <ul style="list-style-type: none"> <li>* Influence of religion on medieval ideas: crime, science and medicine, warfare, the structure of society</li> <li>* Architecture</li> </ul>	<p>Background to:</p> <ul style="list-style-type: none"> <li>* <b>Anglo-Saxon and Norman England c1060–1088</b></li> <li>* <b>The reigns of King Richard I and King John, 1189–1216</b></li> <li>* <b>Crime and punishment through time, c1000–present</b></li> <li>* <b>Medicine through time, c1250–present</b></li> </ul>	<p>Causation and consequence</p> <p>Target Step 4 Evidence</p> <p>Target Step 6</p>				
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Weeks 11–12 Enquiry question: Why was the Archbishop of Canterbury murdered?						
<p><b>Week 11</b></p> <ul style="list-style-type: none"> <li>* Relationship between Henry II and Thomas Becket</li> <li>* Relationship between Church and state</li> <li>* Argument over the power of the Church</li> </ul>	<p>Background to:</p> <ul style="list-style-type: none"> <li>* <b>Anglo-Saxon and Norman England c1060–1088</b></li> <li>* <b>The reigns of King Richard I and King John, 1189–1216</b></li> <li>* <b>Crime and punishment through time, c1000–present</b></li> <li>* <b>Medicine through time, c1250–present</b></li> <li>* <b>Henry VIII and his ministers, 1509–1540</b></li> </ul>	<p>Causation and consequence</p> <p>Target Step 4</p> <p>Stretch to Step 5</p>	<p><b>Causation and consequence Step 4:</b></p> <p>Learners can identify a number of causes and are beginning to categorise these into different types or groups of causes, e.g. short-term and long-term or ‘things to do with money’.</p> <p>(Reinforced)</p> <p><b>Causation and consequence Step 4:</b></p> <p>Learners understand consequence as the fixed result of all the possible causes and may regard the idea of</p>	<p><b>Causation and consequence Step 5:</b></p> <p>Learners can categorise causes with some confidence and are beginning to recognise that these groupings of causal factors are interrelated, e.g. a poor harvest can have effects on both the economy and society.</p>	<p><b>Structuring and organising knowledge Step 3:</b> Learners can begin to construct simple stories about the past using what they have been taught.</p>	<ul style="list-style-type: none"> <li>• <b>Causation and consequence</b></li> <li>• <b>Evidence</b></li> <li>• <b>Analytical narrative (story of Becket)</b></li> </ul>
<p><b>Week 12</b></p> <ul style="list-style-type: none"> <li>* Story of the murder of Thomas Becket</li> <li>* Possible reasons for the murder</li> </ul>	<p>Background to:</p> <ul style="list-style-type: none"> <li>* <b>Anglo-Saxon and Norman England c1060–1088</b></li> <li>* <b>The reigns of King Richard I and King John, 1189–1216</b></li> <li>* <b>Henry VIII and his ministers, 1509–1540</b></li> </ul>	<p>Causation and consequence</p> <p>Target Step 4</p> <p>Stretch to Step 5</p> <p>Analytical narrative (introduction)</p>	<p>consequences as inevitable or the only possible outcome.</p> <p><b>Analytical narrative</b></p> <p>Understand what Analytical Narrative is in the context of the story of Becket.</p>			

Week 13 Enquiry question: Did the Church make everyone good?						
<p><b>Week 13</b>                      * Synthesises learning – how religion links to individuals and to the power of institutions                      * Who had more power over people’s lives? The church or the state?                      * Limits of the power of the Church – people (including priests) still lived un-Christian lives, held non-Christian superstitions, kings defied the Church</p>	<p>Background to:                      * <b>Anglo-Saxon and Norman England c1060–1088</b>                      * <b>The reigns of King Richard I and King John, 1189–1216</b>                      * <b>Crime and punishment through time, c1000–present</b>                      * <b>Medicine through time, c1250–present</b>                      * <b>Henry VIII and his ministers, 1509–1540</b></p>	<p>Evidence                      Target Step 4                      Stretch to Step 5                      Stretch to Step 6</p>	<p><b>Evidence Step 4:</b>                      Learners appreciate that historians need to interrogate sources to work out what happened in the past. (Reinforced 2)</p>	<p><b>Evidence Step 5:</b>                      Learners can distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z.</p>	<p><b>Evidence Step 6:</b>                      Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose.</p>	<ul style="list-style-type: none"> <li>• <b>Causation and consequence</b></li> <li>• <b>Evidence</b></li> <li>• <b>Analytical narrative (story of Becket)</b></li> </ul>

Half-term: Spring 1						
Unit title: The Crusades						
Weeks 14–16 Enquiry question: Why was Jerusalem worth dying for?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
<b>Week 14</b> * The rise of Islam * Key features of Islamic civilisation	Background to <b>Conflict in the Middle East, c1945–1995</b>	Acquisition of knowledge Evidence Target Step 4 Stretch to Step 5	<b>Evidence Step 4:</b> Learners appreciate that historians need to interrogate sources to work out what happened in the past. (Reinforced 3)	<b>Evidence Step 5:</b> Learners can distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z.	<b>Evidence Step 6:</b> Learners can use a small group of sources together to make simple inferences and present this as evidence.	<ul style="list-style-type: none"> <li>• Change and continuity</li> <li>• Evidence</li> </ul>
<b>Week 15</b> * Who were the Byzantines? * Threats to the Byzantine Empire – expansion of Islamic world * Significance of Jerusalem * Geography of Byzantine Empire and the Middle East	Background to <b>Conflict in the Middle East, c1945–1995</b>	Evidence Target Step 5 Causation Target Step 4 Stretch to Step 6	<b>Evidence Step 5:</b> Learners make generalised references to provenance (e.g. ‘sources from witnesses are more reliable’). <b>Causation and consequence Step 4:</b> Learners understand consequence as the	<b>Evidence Step 6:</b> Learners use sources to make simple inferences about the past and are beginning to understand that		

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<p><b>Week 16</b>            * Reasons people joined the First Crusade            * Events and consequences of the First Crusade</p>	<p>Background to  <b>Conflict in the Middle East, c1945–1995</b></p>	<p>Historical vocabulary            Evidence  <b>Target Step 4</b>  <b>Stretch to Step 5</b>  <b>Stretch to Step 6</b></p>	<p>fixed result of all the possible causes and may regard the idea of consequences as inevitable or the only possible outcome.            (Reinforced)</p>	<p>historians gather evidence by interrogating information with a particular purpose.  <b>Causation and consequence Step 6:</b>            Learners understand that events have consequences as well as causes and can describe, in simple terms, one or more of the consequences of an event or development in isolation from other consequences.</p>		
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Weeks 17–19 Enquiry question: Did the Crusades change the Holy Land?						
<p><b>Week 17</b></p> <ul style="list-style-type: none"> <li>* Foundation and survival of the Kingdom of Jerusalem</li> <li>* Crusader States</li> <li>* Crusader Castles</li> <li>* Templars and Hospitallers</li> </ul>	<p>Background to:</p> <ul style="list-style-type: none"> <li>* <b>Conflict in the Middle East, c1945–1995</b></li> <li>* <b>The reigns of King Richard I and King John, 1189–1216</b></li> <li>* <b>Warfare through time, c1250–present</b></li> </ul>	<p>Change and continuity</p> <p>Target Step 4</p> <p>Stretch to Step 5</p> <p>Significance</p>	<p><b>Change and continuity Step 4:</b></p> <p>Learners can identify and describe some historical changes that took place in periods with which they are familiar, but they view changes as events that took place and continuity simply as the absence of change. (Reinforced)</p> <p><b>Change and continuity Step 4:</b></p> <p>They can describe some broad historical developments and trends (e.g. technological progress), but with little accuracy or</p>	<p><b>Change and continuity Step 5:</b></p> <p>Learners can describe change using features of the period or periods that they are studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves.</p> <p><b>Chronology Step 5:</b></p> <p>Learners can use their understanding of chronological terms to construct timelines over short and long periods of history.</p> <p><b>Significance:</b></p> <p>Understand what might make a change significant.</p>	<p><b>Change Step 6:</b></p> <p>Recognise that a change may be important to one society or group of people but has little historical significance in another context.</p>	<ul style="list-style-type: none"> <li>• <b>Change and continuity</b></li> <li>• <b>Evidence</b></li> </ul>
<p><b>Week 18</b></p> <ul style="list-style-type: none"> <li>* Saladin – personality and aims</li> <li>* Jihad and the unification of the Arab world</li> <li>* The Muslim conquest of Jerusalem</li> </ul>	<p>Background to:</p> <ul style="list-style-type: none"> <li>* <b>Conflict in the Middle East, c1945–1995</b></li> <li>* <b>The reigns of King Richard I and King John, 1189–1216</b></li> <li>* <b>Warfare through time, c1250–present</b></li> </ul>	<p>Change and continuity</p> <p>Target Step 4</p> <p>Stretch to Step 5</p>	<p><b>Change and continuity Step 4:</b></p> <p>They can describe some broad historical developments and trends (e.g. technological progress), but with little accuracy or</p>	<p><b>Change and continuity Step 5:</b></p> <p>Learners can use their understanding of chronological terms to construct timelines over short and long periods of history.</p> <p><b>Significance:</b></p> <p>Understand what might make a change significant.</p>	<p><b>Change Step 6:</b></p> <p>Recognise that a change may be important to one society or group of people but has little historical significance in another context.</p>	<ul style="list-style-type: none"> <li>• <b>Change and continuity</b></li> <li>• <b>Evidence</b></li> </ul>

<p><b>Week 19</b>                  * Timeline of 12th century                  * Role of individual leaders (including Richard I)                  * Assessment of whether the Crusades changed the Holy Land</p>	<p>Background to:                  * <b>Conflict in the Middle East, c1095–1195</b>                  * <b>The reigns of King Richard I and King John, 1189–1216</b>                  * <b>Warfare through time, c1250–present</b></p>	<p>Chronology                  Change and continuity                  Target Step 5                  Stretch to Step 6                  Significance</p>	<p>linking to chronology.  <b>Change and continuity Step 5:</b>                  They show a basic understanding that not all changes that take place are as important as each other.  <b>Significance:</b> Basic understanding of significance and why a person or event e.g. the founding of the Kingdom of Jerusalem, might be significant or not.</p>			
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Half-term: Spring 2						
Unit title: The problems of medieval monarchs						
Week 20 Enquiry question: Who were England's Medieval Monarchs?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
<p><b>Week 20</b></p> <ul style="list-style-type: none"> <li>* England's medieval monarchs (1066–1485)</li> <li>* Chronology</li> <li>* Compare the fates of each – how many were killed/deposed/passed on the crown to an heir</li> </ul>	Useful context for <b>The reigns of King Richard I and King John, 1189–1216</b>	Acquisition of knowledge Chronology Target Step 4 Stretch to Step 5 Stretch to Step 6	<b>Chronology Step 4:</b> Learners can use terms like year, decade or century in their work and can apply them to historical situations with which they are familiar.	<b>Chronology Step 5:</b> Learners are beginning to fit chronological knowledge into a simple structure of historical understanding (e.g. 'I know that 1536 was in the sixteenth century during the reign of Henry VIII').		<ul style="list-style-type: none"> <li>• Causation and consequence</li> <li>• Interpretations</li> </ul>
Weeks 21–22 Enquiry question: How important were England's medieval queens?						
<p><b>Week 21</b></p> <ul style="list-style-type: none"> <li>* Claims of Matilda and Stephen</li> <li>* Their personal qualities and fitness to rule</li> <li>* Civil War (during the period of anarchy) and its outcome</li> </ul>		Evidence Target Step 4 Stretch to Step 5	<p><b>Interpretations Step 4:</b> Learners recognise that the arguments that people have had about the past are important to historical discipline and that history is made up of different stories about the past.</p> <p><b>Interpretations Step 4:</b> They can give simple descriptions of two opposing interpretations of an</p>	<p><b>Interpretations Step 5:</b> Learners can select and describe the key features of a historical interpretation and begin to talk about the messages that it might send to the people viewing it.</p> <p><b>Interpretations Step 5:</b> Learners have a basic understanding that different interpretations (e.g. films, paintings, songs) are made to provide</p>	<p><b>Interpretations Step 6:</b> Learners can select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to entertain, to inform, to persuade).</p>	<ul style="list-style-type: none"> <li>• Causation and consequence</li> <li>• Interpretations</li> </ul>
<p><b>Week 22</b></p> <ul style="list-style-type: none"> <li>* Story of Eleanor of Aquitaine</li> <li>* Her accomplishments, influence and limitations</li> </ul>	Background to <b>The reigns of King Richard I and King John, 1189–1216</b>	Interpretations Target Step 4 Stretch to Step 5				

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			<p>event or person, but are still inclined to look for the interpretation that is most 'true'.</p> <p><b>Evidence Step 4:</b> Learners comment on the reliability of sources ('biased' may be used as a catch-all term) but have little understanding of how historians build an evidence picture. (Reinforced)</p>	<p>groups of people with a story about the past.</p> <p><b>Evidence Step 5:</b> Learners make generalised references to provenance (e.g. 'sources from witnesses are more reliable').</p>		
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Weeks 23–26 Enquiry question: How powerful were English monarchs?						
<p><b>Week 23</b></p> <ul style="list-style-type: none"> <li>* Reasons John was unpopular</li> <li>* The rebellion and Magna Carta</li> <li>* Significance of Magna Carta</li> </ul>	<p><b>The reigns of King Richard I and King John, 1189–1216</b></p>	<p>Causation and consequence</p> <p>Target Step 4</p> <p>Stretch to Step 5</p>	<p><b>Causation and consequence Step 4:</b></p> <p>Learners can identify a number of causes and are beginning to categorise these into different types or groups of causes, e.g. short-term and long-term or ‘things to do with money’.</p> <p>(Reinforced 2)</p> <p><b>Causation and consequence Step 5:</b></p> <p>Learners can categorise causes with some confidence and are beginning to recognise that these groupings of causal factors are interrelated, e.g. a poor harvest can have effects on both the economy and society.</p> <p><b>Change and continuity Step 4:</b></p> <p>They can describe some broad historical developments and trends (e.g. technological</p>	<p><b>Causation and consequence Step 6:</b></p> <p>Learners can link categories of causes to form a simple causal picture and begin to explain why something happened in history.</p> <p><b>Change and continuity Step 5:</b></p> <p>Learners can describe change using features of the period or periods that they are studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves. They show a basic understanding that not all changes that take place are as important as each other.</p>	<p><b>Causation and consequence Step 6:</b></p> <p>Learners may be starting to use simple knowledge of the event or period to back up their causal statements, but this will remain generic.</p>	<ul style="list-style-type: none"> <li>• <b>Causation and consequence</b></li> <li>• <b>Interpretations</b></li> </ul>
<p><b>Week 24</b></p> <ul style="list-style-type: none"> <li>* Background to Edward I</li> <li>* Why Edward I was a popular monarch</li> <li>* English takeover of Wales</li> <li>* Owain Glyndwr</li> </ul>	<p><b>Warfare through time, c1250–present</b></p>	<p>Causation and consequence</p> <p>Target Step 5</p> <p>Stretch to Step 6</p>	<p><b>Causation and consequence Step 5:</b></p> <p>Learners can categorise causes with some confidence and are beginning to recognise that these groupings of causal factors are interrelated, e.g. a poor harvest can have effects on both the economy and society.</p> <p><b>Change and continuity Step 4:</b></p> <p>They can describe some broad historical developments and trends (e.g. technological</p>	<p><b>Causation and consequence Step 6:</b></p> <p>Learners can link categories of causes to form a simple causal picture and begin to explain why something happened in history.</p> <p><b>Change and continuity Step 5:</b></p> <p>Learners can describe change using features of the period or periods that they are studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves. They show a basic understanding that not all changes that take place are as important as each other.</p>	<p><b>Causation and consequence Step 6:</b></p> <p>Learners may be starting to use simple knowledge of the event or period to back up their causal statements, but this will remain generic.</p>	<ul style="list-style-type: none"> <li>• <b>Causation and consequence</b></li> <li>• <b>Interpretations</b></li> </ul>
<p><b>Week 25</b></p> <ul style="list-style-type: none"> <li>* Edward I's Welsh Castles</li> <li>* The evolution of castles and castle design</li> </ul>	<p><b>Warfare through time, c1250–present</b></p>	<p>Change and continuity</p> <p>Target Step 4</p> <p>Stretch to Step 5</p>	<p><b>Causation and consequence Step 5:</b></p> <p>Learners can categorise causes with some confidence and are beginning to recognise that these groupings of causal factors are interrelated, e.g. a poor harvest can have effects on both the economy and society.</p> <p><b>Change and continuity Step 4:</b></p> <p>They can describe some broad historical developments and trends (e.g. technological</p>	<p><b>Causation and consequence Step 6:</b></p> <p>Learners can link categories of causes to form a simple causal picture and begin to explain why something happened in history.</p> <p><b>Change and continuity Step 5:</b></p> <p>Learners can describe change using features of the period or periods that they are studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves. They show a basic understanding that not all changes that take place are as important as each other.</p>	<p><b>Causation and consequence Step 6:</b></p> <p>Learners may be starting to use simple knowledge of the event or period to back up their causal statements, but this will remain generic.</p>	<ul style="list-style-type: none"> <li>• <b>Causation and consequence</b></li> <li>• <b>Interpretations</b></li> </ul>
<p><b>Week 26</b></p> <p>Why Scotland was a challenge to English kings</p> <ul style="list-style-type: none"> <li>* Edward I and Scotland</li> <li>* Edward II, Robert the Bruce and the Battle of Bannockburn, 1314</li> <li>* Edward III, the Auld Alliance and the Battle of Neville's Cross</li> </ul>	<p><b>Warfare through time, c1250–present</b></p>	<p>Causation and consequence</p> <p>Target Step 5</p> <p>Stretch to Step 6</p>	<p><b>Causation and consequence Step 5:</b></p> <p>Learners can categorise causes with some confidence and are beginning to recognise that these groupings of causal factors are interrelated, e.g. a poor harvest can have effects on both the economy and society.</p> <p><b>Change and continuity Step 4:</b></p> <p>They can describe some broad historical developments and trends (e.g. technological</p>	<p><b>Causation and consequence Step 6:</b></p> <p>Learners can link categories of causes to form a simple causal picture and begin to explain why something happened in history.</p> <p><b>Change and continuity Step 5:</b></p> <p>Learners can describe change using features of the period or periods that they are studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves. They show a basic understanding that not all changes that take place are as important as each other.</p>	<p><b>Causation and consequence Step 6:</b></p> <p>Learners may be starting to use simple knowledge of the event or period to back up their causal statements, but this will remain generic.</p>	<ul style="list-style-type: none"> <li>• <b>Causation and consequence</b></li> <li>• <b>Interpretations</b></li> </ul>

**Year 7 Scheme of Work: Three-year scheme**

			progress), but with little accuracy or linking to chronology. (Reinforced)			
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Half-term: Summer 1						
Unit title: The Black Death						
Weeks 27–29 Enquiry question: Was 1348 the end of the world?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
<b>Week 27</b> * Origins of the Black Death * Spread of Black Death * Medieval explanations	<b>Medicine through time, c1250–present</b>	Evidence (maps & data) Target Step 5 Stretch to Step 6	<b>Evidence Step 5:</b> Learners can distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z. <b>Evidence Step 5:</b> Learners make generalised references to provenance (e.g. ‘sources from witnesses are more reliable’). (Reinforced) <b>Change and continuity Step 5:</b> Learners can describe change using features of the period or periods that they are	<b>Evidence Step 6:</b> Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose. <b>Evidence Step 6:</b> Learners can use a small group of sources together to make simple inferences and present this as evidence. <b>Change and continuity Step 5:</b> They show a basic understanding that not all changes that take place are as important as each other. <b>Change and continuity Step 6:</b> Learners can begin to use some of the language of change to talk simply about the pace or	<b>Evidence Step 6:</b> Begin to frame their own historically valid questions about sources or identify appropriate sets of sources.	<ul style="list-style-type: none"> <li>• <b>Change and continuity</b></li> <li>• <b>Evidence</b></li> </ul>
<b>Week 28</b> * Symptoms of Black Death * Prevention and treatment	<b>Medicine through time, c1250–present</b>	Evidence (Personal accounts) Target Step 5 Stretch to Step 6				
<b>Week 29</b> * Effect on towns and villages * Mortality rates (in different areas) * Short term impacts – burial problems, abandoned villages, shortages of supplies	<b>Medicine through time, c1250–present</b>	Change and continuity Target Step 5 Stretch to Step 6 Evidence Target Step 5 Stretch to Step 6				

**Year 7 Scheme of Work: Three-year scheme**

			studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves.	extent of changes with which they are familiar.		
<b>Weeks 30–32 Enquiry question:</b> What was it like to live in the shadow of the Black Death?						
<b>Week 30</b> * Reminder about feudal system * Impact of the Black Death on farms & wages * The reaction of peasants to the changing circumstances * The reaction of the nobles and the crown	<b>Medicine through time, c1250–present</b>	Change and continuity Target Step 5 Stretch to Step 6	<b>Change and continuity Step 5:</b> Learners can describe change using features of the period or periods that they are studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves. (Reinforced) <b>Change and continuity Step 5:</b> They show a basic understanding that not all changes that	<b>Change and continuity Step 6:</b> Learners can begin to use some of the language of change to talk simply about the pace or extent of changes with which they are familiar. <b>Change and continuity Step 6:</b> They can recognise that a change may be important to one society or group of people but has little historical significance in another context. <b>Structuring and organising knowledge Step 5:</b> Learners can construct a descriptive	<b>Structuring and organising knowledge Step 5:</b> Learners use factual information as support throughout their narrative, but this may be patchy in places and lack relevance.	<ul style="list-style-type: none"> <li>• <b>Change and continuity</b></li> <li>• <b>Evidence</b></li> </ul>
<b>Week 31</b> * Key events and features of the Peasants' Revolt		Analytical narrative Target Step 4 Stretch to Step 5				

## Year 7 Scheme of Work: Three-year scheme

<p><b>Week 32</b></p> <ul style="list-style-type: none"> <li>* The suppression of the revolt and punishment of the rebels</li> <li>* Continuation of many laws and policies</li> <li>* Curtailing of foreign policy due to problems raising taxes</li> <li>* The decline of serfdom and rise in rural wages – the extent to which this was connected to the revolt</li> </ul>	<p><b>Crime and punishment through time, c1000–present</b></p>	<p>Change and continuity</p> <p style="color: green;">Target Step 5</p> <p style="color: blue;">Stretch to Step 6</p>	<p>take place are as important as each other.</p> <p>(Reinforced)</p> <p><b>Analytical narrative Step 4:</b> Learners can construct a narrative about the past that describes what happened but with no development or organisation. They use some information to support their narrative, but this is limited.</p>	<p>narrative of the past with some development, but with little evidence of organisation.</p>		
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Half-term: Summer 2						
Unit title: Migration						
Weeks 33–35 Enquiry question: Who were the first English people?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
<p><b>Week 33</b></p> <ul style="list-style-type: none"> <li>* Introduction to Thematic History – look at chronology to be covered</li> <li>* Early migration to Britain (Celtic)</li> <li>* Reasons for Roman invasion</li> <li>* Impact on the Celts and resistance to Roman rule (Boudicca)</li> </ul>	<p>Relevant to:</p> <ul style="list-style-type: none"> <li>* <b>Crime and punishment through time, c1000–present</b></li> <li>* <b>Medicine through time, c1250–present</b></li> <li>* <b>Warfare through time, c1250–present</b></li> </ul>	<p>Chronology Historical vocabulary <b>Target Step 5</b></p>	<p><b>Thematic history:</b> Understand what thematic history is and how the approach differs from other approaches. <b>Chronology Step 5:</b> Learners are beginning to fit chronological knowledge into a simple structure of historical understanding (e.g. ‘I know that 1536 was in the sixteenth century during the reign of Henry VIII’). Learners can use their understanding of chronological terms to construct timelines over short</p>	<p><b>Interpretations Step 5:</b> Learners have a basic understanding that different interpretations (e.g. films, paintings, songs) are made to provide groups of people with a story about the past. <b>Evidence Step 6:</b> Learners can use a small group of sources together to make simple inferences and present this as evidence. Learners struggle to ask their own historically valid questions about sources or identify appropriate sets of sources. <b>Chronology Step 6:</b> Learners are increasingly confident</p>	<p><b>Interpretations Step 6:</b> Learners can select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to entertain, to inform, to persuade).</p>	<ul style="list-style-type: none"> <li>• <b>Interpretations</b></li> <li>• <b>Chronology</b></li> </ul>
<p><b>Week 34</b></p> <ul style="list-style-type: none"> <li>* Who the Angles and Saxons were</li> <li>* Reasons why people moved to Britain</li> <li>* Impact of Angle and Saxon migration on Celts</li> <li>* How we know about the impact on the Celts</li> </ul>	<p>Background to <b>Anglo-Saxon and Norman England c1060–1088</b></p>	<p>Evidence <b>Target Step 5</b> <b>Stretch to Step 6</b> <b>Stretch to Step 7</b></p>				

<p><b>Week 35</b>                  * Viking settlement of Britain and the Danelaw                  * Reasons why Vikings started to settle in Britain                  * Alfred the Great                  * Other Viking migrations – Normandy, Ireland, Ukraine                  * Put Norman Conquest of England into big sweep of Viking migrations</p>	<p>Background to <b>Anglo-Saxon and Norman England c1060–1088</b></p>	<p>Interpretations                  Target Step 5                  Stretch to Step 6</p>	<p>and long periods of history.  <b>Interpretations Step 5:</b> Learners can select and describe the key features of a historical interpretation and begin to talk about the messages that it might send to the people viewing it.  <b>Evidence Step 5:</b> Learners can distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z.                  (Reinforced)  <b>Evidence Step 5:</b> Learners make generalised references to provenance (e.g. ‘sources from witnesses are more reliable’).                  (Reinforced 2)</p>	<p>in placing a new period or topic within their own chronological reference and are beginning to make links between periods that they have studied. Learners’ timelines and other work show an appreciation of the different scales of time and how they fit together.</p>		
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Weeks 36–37 Enquiry question: What drove people to migrate?						
<p><b>Week 36</b></p> <ul style="list-style-type: none"> <li>* How big a factor was religion in causing migration to and from Britain?</li> <li>* Jewish migration, expulsion and return</li> <li>* St Bartholomew's Day massacre and the Huguenots</li> <li>* Puritans and the Mayflower</li> </ul>	<p>Background to:</p> <ul style="list-style-type: none"> <li>* <b>Spain and the New World</b></li> <li>* <b>British America, 1713–1783</b></li> </ul>	<p>Interpretations</p> <p>Target Step 5</p> <p>Stretch to Step 6</p> <p>Stretch to Step 7</p>	<p><b>Interpretations Step 5:</b> Learners can select and describe the key features of a historical interpretation and begin to talk about the messages that it might send to the people viewing it. They have a basic understanding that different interpretations (e.g. films, paintings, songs) are made to provide groups of people with a story about the past but cannot explain purpose beyond this. (Reinforced)</p> <p><b>Evidence Step 5:</b> Learners make generalised references to provenance (e.g. 'sources from witnesses are more reliable'). (Reinforced 3)</p>	<p><b>Interpretations Step 6:</b> Learners can select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to entertain, to inform, to persuade). They will understand that this is linked to who made the interpretations, but will not be able to go beyond simple statements.</p> <p><b>Evidence Step 6:</b> Begin to frame their own historically valid questions about sources or identify appropriate sets of sources.</p>	<p><b>Interpretations Step 7:</b> Learners are able to link the construction of different interpretations to the use of different sources.</p> <p><b>Evidence Step 7:</b> Learners can make supported inferences about the past by using a source and the detail contained within it.</p>	<ul style="list-style-type: none"> <li>• <b>Interpretations</b></li> <li>• <b>Chronology</b></li> </ul>
<p><b>Week 37</b></p> <ul style="list-style-type: none"> <li>* The extent to which economics was a factor in causing migration to and from Britain</li> <li>* Treatment of Irish immigrants in 1840s</li> <li>* Experiences of Windrush generation migrants</li> <li>* Political reaction to migrants in 1960s – Rivers of Blood speech</li> </ul>		<p>Evidence</p> <p>Target Step 5</p> <p>Stretch to Step 6</p> <p>Stretch to Step 7</p>				

<b>Week 38 Enquiry question: How have migrants changed Britain?</b>						
<p><b>Week 38</b>                      * How the reasons for migration have changed over time                      * Short term impact of key migrations                      * Long term influence of migrant groups on British society</p>		<p>Change and continuity                      Target Step 6                      Stretch to Step 6/7</p>	<p><b>Change and continuity Step 6:</b>                      Learners can begin to use some of the language of change to talk simply about the pace or extent of changes with which they are familiar.</p>	<p><b>Change and continuity Step 6:</b>                      Learners can recognise that a change may be important to one society or group of people but has little historical significance in another context.</p>	<p><b>Change and continuity Step 7:</b>                      Learners can use the language of change to talk about developments and how they are measured in different ways (e.g. political, economic, pace, extent).</p>	<ul style="list-style-type: none"> <li>• Interpretations</li> <li>• Chronology</li> </ul>