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| **Year** | **HT1** | **HT2** | **HT3** | **HT4** | **HT5** | **HT6** |
| **Year 7**  **Key knowledge** | **How has sanitation changed through time?**  **Disciplinary knowledge:** Chronology, change and continuity.  **Theme:** What were the lives of people in the past like?  **Substantive concepts:** Public Health, parliament, historical eras. | **How can we tell the story of 1066?**  **Disciplinary knowledge:** Narrative.  **Theme:** How did people gain power in the past?  **Substantive concepts:** Monarchy, conquest, hierarchy, slavery (thralls). | **How did William gain control of England after 1066?**  **Disciplinary knowledge:** Causation.  **Theme:** How did people gain power in the past?  **Substantive concepts:** Monarchy, conquest, rebellion, suppression of rebellion, authority, hierarchy. | **What made Baghdad such a significant place in the Medieval world?**  **Disciplinary knowledge:** Significance  **Theme:** What did people believe in the past?  **Substantive concepts:** Empire, conquest, trade, Silk Roads. | **How miserable were Medieval lives?**  **Disciplinary knowledge:** Consequences  **Theme:** What were the lives of people in the past like?  **Substantive concepts:** Monarchy, rebellion, hierarchy, authority, Silk Roads. | **What mattered to monarchs in the years 1500 - 1600?**    **Disciplinary knowledge:** Inference  **Theme:** How did people gain power in the past? What did people believe in the past?  **Substantive concepts:** the Church, Papacy, monarchy, authority, empire, Catholic, Protestant, Parliament. |
| **Building and revisiting** | · From KS2 History National Curriculum - Chronology and key historical terminology.  · Historical periods which have been studied as part of the KS2 national curriculum including the Iron Age, Roman Britain, the Vikings and the Anglo-Saxons.  · KS2 history skills including change, similarity and difference. KS2 work on connections, contrasts and trends over time as well as the appropriate use of historical terms. | · From KS2 History National Curriculum – Establishing clear narratives within the periods they study.  · Enquiry One year 7 (sanitation). Chronological order is vital to completing the assessment for this enquiry.  · Enquiry One year 7 (Sanitation). England/Britain has been shaped by ideas and people from other countries and cultures.  - Enquiry One year 7 – building on students’ understanding of the work of historians – sources are used to form interpretations. | · From KS2 History National Curriculum – Cause.  · Enquiry One and Two - Chronology of the Norman Conquest and change/continuity after 1066.  · The unit builds on students’ understanding of what happened after the Battle of Hastings from Enquiry Two. | · From KS2 History National Curriculum – significance.  · Comparison of the importance of military conquest (spread of Islam and Norman conquest) as well as the spreading of ideas.  · How England/Britain has been shaped by ideas from other countries and culture (Arabic mathematics, technological, medicine, education). | · Thematic revisiting of Enquiries 1 & 4 – comparing ordinary lives in the past.  · Building on the importance of the Medieval Silk Roads from enquiry 4 as a vector for global transmission of the Black Death.  · The social hierarchy established after 1066 from enquiry 3 as a cause of the peasants’ revolt.  · Suppression of opposition (Peasants Revolt in this enquiry with Harrying of the North – Enquiry 2). | · Thematic revisiting of enquiries 2 & 3 – How did people gain power in the past?  · Comparison of how William increased his power after 1066 with how Henry used religious changes to increase his power.  · Empire and conquest – English and Spanish exploration and cultural encounters in the New World building on Enquiry 4. |
| **Assessment** | **RAP:** Practice assessment – 3 questions about changes and continuities in sanitation through time.  **Assessment:** 3 questions about changes and continuities in sanitation through time. | **RAP:** Practice assessment -Write a narrative account explaining the events of the invasion of England by Harald Hardrada during 1066.  **Assessment:** Write a narrative account explaining how William became King of England in 1066. 30-mark knowledge test. | **KAST 1:** Knowledge test and a skills section (writing a narrative)  **RAP:** Practice assessment - Explain why William built castles in England after 1066.  **Assessment:** Explain why William was able to take control of England after 1066. | **RAP:** Practice assessment - Explain the significance of Medieval Silk Roads.  **Assessment:** Explain the significance of the ‘golden age’ of the city of Baghdad. | **RAP:** Practice assessment – Explain two consequences of the Black Death for religion in England. | **KAST 2:** Knowledge test and a skills section (explaining causation and explaining consequences). |
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