

Year	HT1	HT2	HT3	HT4	HT5	HT6
<p>Year 7</p> <p>Key knowledge</p>	<p>How has sanitation changed through time?</p> <p>Disciplinary knowledge: Chronology, change and continuity.</p> <p>Theme: What were the lives of people in the past like?</p> <p>Substantive concepts: Public Health, parliament, historical eras.</p>	<p>How can we tell the story of 1066?</p> <p>Disciplinary knowledge: Narrative.</p> <p>Theme: How did people gain power in the past?</p> <p>Substantive concepts: Monarchy, conquest, hierarchy, slavery (thralls).</p>	<p>How did William gain control of England after 1066?</p> <p>Disciplinary knowledge: Causation.</p> <p>Theme: How did people gain power in the past?</p> <p>Substantive concepts: Monarchy, conquest, rebellion, suppression of rebellion, authority, hierarchy.</p>	<p>What made Baghdad such a significant place in the Medieval world?</p> <p>Disciplinary knowledge: Significance</p> <p>Theme: What did people believe in the past?</p> <p>Substantive concepts: Empire, conquest, trade, Silk Roads.</p>	<p>How miserable were Medieval lives?</p> <p>Disciplinary knowledge: Consequences</p> <p>Theme: What were the lives of people in the past like?</p> <p>Substantive concepts: Monarchy, rebellion, hierarchy, authority, Silk Roads.</p>	<p>What mattered to monarchs in the years 1500 - 1600?</p> <p>Disciplinary knowledge: Inference</p> <p>Theme: How did people gain power in the past? What did people believe in the past?</p> <p>Substantive concepts: the Church, Papacy, monarchy, authority, empire, Catholic, Protestant, Parliament.</p>
Building and revisiting	<ul style="list-style-type: none"> · 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. 	<ul style="list-style-type: none"> · 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. 	<ul style="list-style-type: none"> · 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. 	<ul style="list-style-type: none"> · 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). 	<ul style="list-style-type: none"> · 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). 	<ul style="list-style-type: none"> · 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	<p>RAP: Practice assessment – 3 questions about changes and continuities in sanitation through time.</p> <p>Assessment: 3 questions about changes and continuities in sanitation through time.</p>	<p>RAP: Practice assessment - Write a narrative account explaining the events of the invasion of England by Harald Hardrada during 1066.</p> <p>Assessment: Write a narrative account explaining how William became King of England in 1066. 30-mark knowledge test.</p>	<p>KAST 1: Knowledge test and a skills section (writing a narrative)</p> <p>RAP: Practice assessment - Explain why William built castles in England after 1066.</p> <p>Assessment: Explain why William was able to take control of England after 1066.</p>	<p>RAP: Practice assessment - Explain the significance of Medieval Silk Roads.</p> <p>Assessment: Explain the significance of the ‘golden age’ of the city of Baghdad.</p>	<p>RAP: Practice assessment – Explain two consequences of the Black Death for religion in England.</p>	<p>KAST 2: Knowledge test and a skills section (explaining causation and explaining consequences).</p>