



TNHA Curriculum Planning Document

Subject: **History**

Year: **7**

Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prior Learning (from KS2/3)	KS2 (in some feeder schools)	KS2 (in some feeder schools)	KS2 (in some feeder schools)	KS2 & KS3 The Norman Conquest & The Crusades.	KS2 (in some feeder schools)	KS2 (in some feeder schools)
Topic/ Unit title	Introduction to Historical Skills	William the Conqueror and England under the Normans including Castles in England	The Crusades	The Black Death and Peasants' Revolt	<u>Tudors 1:</u> Henry VII Henry VIII Edward VI Mary I	<u>Tudors 2:</u> Elizabethan England
Enquiry question	How do Historians do History?	How did England change the last time it was invaded?	What were the Crusades?	Can disease change a country?	How can sources help us understand the early Tudors?	What challenges did Elizabeth I face during her reign?
SMSC/Cultural Capital/Character/FBV-outline specific areas that are covered in this unit Cause and consequence Significance Change and continuity Similarity and difference Interpretations	Students will be introduced to and examine all of the key historical skills needed to be an effective Historian. Students will learn how to: - Describe key features of an historical event.	Students will study the invasion of 1066 by describing the methods used by William in subduing and eventually conquering a hostile populous. They will investigate the 3 contenders to the English throne following the	Students will study the impact of the speech at Clermont that started the Crusades and why people then went on Crusade. They will investigate the religious orders of the Knights Templar and Knights Hospitalliers and their purpose and	Students will undertake an in-depth analysis of the symptoms, causes and treatments of the Black Death in England in 1348. In doing this students will assess the contemporary 'rational' and 'supernatural' beliefs about the causes and	Students will study the chronology of the Tudor line beginning with Henry VII and ending with Mary I (in preparation for in-depth study on Elizabeth I). Students will examine the usefulness of sources pertaining to different Tudor	Students will study the problems Elizabeth I faced upon her accession to the English throne in 1558 namely the Catholic/Protestant divide, her legitimacy, gender and financial status. Students will also investigate the Catholic plots and revolts against



	<ul style="list-style-type: none"> - Explain why historical events occur. - Create a narrative account of an historical event. - Explain the consequences of historical events. <p>Students will also learn how to analyse sources and interpretations by evaluating the usefulness of sources and also discerning the difference between interpretations of an historical event.</p> <p>SMSC: Students will evaluate the social, moral, cultural and political aspects of various</p>	<p>death of Edward the Confessor, the Feudal system instigated under the Normans and the impact of the Domesday Book, relating it to local history. They will complete an in-depth investigation into the new types of castles established in England during the Norman conquest.</p> <p>SMSC: Students will evaluate the social, moral, cultural and political impact of the Norman</p>	<p>aims, addressing misconceptions along the way. They will outline the events of the first, second and third crusades and complete biographical studies of Saladin (Salah-hadin) and Richard the Lionheart (Richard I of England / Coeur de Lion). Students will tie the unit together by evaluating what Europe learned from the Muslim world.</p> <p>SMSC: Students will evaluate the social, moral, cultural and political impact of the Crusades on</p>	<p>treatments of this pandemic. Secondly, students will evaluate the impact of this disease both on Britain and Europe by conducting an examination of the causes, events and impact of the Peasants' Revolt in 1381.</p> <p>SMSC: Students will evaluate the social, moral, cultural and political impact of a European</p>	<p>monarchs and evaluate the impact of the social, religious and political changes during the early Tudor dynasty.</p> <p>SMSC: Students will evaluate the social, moral, religious, cultural and political impact of a new</p>	<p>Elizabeth's rule and her reaction to them paying particular attention to the involvement of Mary Queen of Scots in the plots. Finally, students will explore the causes, events and consequences of the Spanish Armada in 1588.</p> <p>SMSC: Students will evaluate the social, moral, cultural, religious and political impacts associated</p>
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	historical societies and cultures such as the ancient Egyptians, the Romans and Nordic societies.	conquest on England.	England, Europe and the Muslim world.	pandemic and subsequent turmoil that it unleashed in England in 1381.	royal dynasty in England.	with the accession of Elizabeth I to the throne of England.
Assessment Opportunities	2 x Baseline Assessments.	<u>Half-termly Assessment</u> – Description (4)	<u>Half-termly Assessment</u> – Causation (4)	<u>Half-termly Assessment</u> – Difference / Similarity (4)	<u>Half-termly Assessment</u> – Utility (8)	<u>Half-termly Assessment</u> – Consequence (8)
Links to other units in KS3/4.	All KS3/KS4 units as they all use the key historical skills examined in this introductory unit.		KS3 – Norman Conquest & KS4 – Medicine Through Time.	KS3 – Norman Conquest, the Crusades & KS4 – Medicine Through Time.	KS4 – Early Elizabethan England.	KS4 – Early Elizabethan England.



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Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prior Learning (from KS2/3)	KS3 – Tudors 1 & 2	KS3 – Tudors 1 & 2	KS3 – Tudors 1 & 2	KS3 – Morality of War	KS3 – Slavery & Morality of War	KS3 – Morality of War
Topic/Unit title	English Age of Exploration	English Civil War	Slavery	First World War	Interwar Years in Europe	Rise of Hitler
SMSC/Cultural Capital/Character/FBV-outline specific areas that are covered in this unit	Students will examine the origins of English exploration by focusing on the 3 Ws: Why, Who and Where. Firstly, students will address the key question of why English people began to explore in Elizabethan times, focusing on the religious, political and economic competition between England and Spain for access to the New World. Secondly, students will look	Students will analyse the causes, course and consequences of the English Civil War. Firstly students will be introduced to the Stuart dynasty, through an examination of James I and Charles I. Secondly, students will undertake an examination of the events which caused the conflict by focusing on the differences between Parliament and	Students will discover the origins of the Triangular Slave Trade and take a chronological journey through the life of a slave in the 18 th & 19 th centuries. Students will learn about the capture of slaves in Africa, their trans-Atlantic journey, a slave auction the life on a slave plantation. Finally students will study the abolition of slavery and undertake a case study	Students will examine the causes, course and consequences of WW1. In doing this, students will firstly focus on the emergence of international rivalries in Europe in the early Twentieth century which eventually led to the outbreak of war in 1914. Following this, students will analyse life in the trenches, the key battles of the war, the weaponry used, the injuries suffered and medical treatments	Students will examine two key aspects of post-WW1 Europe: the Treaty of Versailles and the women’s Suffrage movement. In doing this, students will evaluate the severity of the terms in the Versailles Treaty. Secondly, students will study the women’s suffrage movement in Britain. In doing this, students will analyse the Suffragists and Suffragettes and their quest for the vote in Britain. Finally, the	Students will undertake an in-depth analysis of the life of Adolf Hitler from his birth in Austria in 1889 to his becoming Chancellor of Germany in 1933. This chronological analysis will focus on three stages: his early life, his war experiences and finally his role in the rise of Fascism in post-WW1 Germany. This examination will not only centre around Hitler’s life but will also involve a contextual analysis of the key events of the time period, namely the 1923 hyperinflation crisis



	<p>at some individual explorers such as Francis Drake and Walter Raleigh. Finally, students will undertake a case study on the attempted colonisation of Virginia (Roanoke) in the final decades of the 16th century.</p> <p>SMSC: Students evaluate the social, moral, cultural, economic and political arguments surrounding exploration / colonisation.</p>	<p>the Monarchy. Thirdly, students will compare and contrast the two warring factions, the Royalist Cavaliers and the Roundhead Parliamentarians. Finally, students will examine the consequences of the English Civil War by studying the execution of King Charles I and life in England under Oliver Cromwell.</p> <p>SMSC: Students evaluate the social, moral, cultural, economic and political impacts of civil war on a country.</p>	<p>investigation into the legacy of slavery on the modern world.</p> <p>SMSC: Students evaluate the social, moral, cultural, economic and political arguments surrounding the emergence and demise of the Transatlantic slave trade.</p>	<p>associated with WW1. Finally, students will assess the impact of the conflict on European societies.</p> <p>SMSC: Students will address the social, moral and cultural impact of this global conflict on the participants of this conflict and the contemporary societies they inhabited.</p>	<p>contribution of women in WW1 will be addressed and how this contributed towards women being given the right to vote in both 1918 and 1928.</p> <p>SMSC: Students will evaluate the social, moral, political and cultural impact of the suffrage movement in Britain and also WW1 and its influence on post-WW1 societies.</p>	<p>and the impacts of the Wall street crash in 1929, which helped facilitate Hitler's rise to power in what was an nascent democratic country.</p> <p>SMSC: Students will evaluate the social, moral, political and cultural impact of WW1 on post-war Germany ultimately allowing the rise of Fascism in a democratic country.</p>
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Assessment Opportunities	<u>Half-termly Assessment:</u> <i>Causation</i> – Focusing on key aspects of exploration and colonisation.	<u>Half-termly Assessment:</u> <i>Inference</i> – Focusing on sources pertaining to the characters of King Charles I and Oliver Cromwell.	<u>Half-termly Assessment:</u> <i>Interpretations</i> – Assessing <i>what</i> the differences are between interpretations of slavery.	<u>Half-termly Assessment:</u> <i>Interpretations</i> – Assessing <i>why</i> interpretations of WW1 & Trench warfare are different.	<u>Half-termly Assessment:</u> <i>Opinion</i> – Assessing whether or not women’s efforts during WW1 was the primary reason for women gaining the right to vote.	<u>Half-termly Assessment:</u> <i>Opinion</i> – Focusing on interpretations relating to Hitler’s rise to power.
Links to other units in KS3/4.	KS4 Exploration & Colonisation in Elizabethan England.	KS4 Exploration & Colonisation in Elizabethan England.	KS4 Exploration & Colonisation in Elizabethan England.	KS4 – Medicine through Time (British Sector on the Western Front) and Weimar and Nazi Germany.	KS3 – First World War. KS4 – Medicine through Time (British Sector on the Western Front) and Weimar and Nazi Germany.	KS3 – First World War and Interwar Years. KS4 – Weimar and Nazi Germany.



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Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prior Learning (from KS2/3)	KS3 Topics on WW1, Treaty of Versailles and the Rise of Hitler.	KS3 Topics on WW1, Treaty of Versailles and the Rise of Hitler.	KS3 Topics on WW1, Treaty of Versailles and the Rise of Hitler.	KS3 Topics on WW1, Treaty of Versailles and the Rise of Hitler.	KS3 Topics on WW1, Treaty of Versailles and the Rise of Hitler.	KS3 Topics on WW1, Treaty of Versailles and the Rise of Hitler.
Topic/Unit title	The Morality of War – A study of the Causes and Course of WW2.	The Morality of War – A study of the Holocaust.	The Morality of War – A study of the dropping of the Atomic Bombs on Japan.	A Nuclear Holocaust? Origins of the Cold War.	A Nuclear Holocaust? Crises of the Cold War.	A Nuclear Holocaust? End of the Cold War.
SMSC/Cultural Capital/Character/FB V- outline specific areas that are covered in this unit	Students will examine the causes, course and consequences of WW2. In doing this, students will focus on the contributing events to the conflict, such as Hitler’s aggressive flouting of the Treaty of Versailles and the policy of Appeasement. Additionally, events of WW2 such as the	Students will examine the causes, course and consequences of the Holocaust. In doing this, students will focus on the early stages of Jewish persecution in Germany, the Ghettoisation of Jews in cities throughout Nazi occupied Europe, travelling to the Camps, life in both the Concentration and Extermination	Students will undertake a case study analysis of the creation of the world’s first nuclear weapons within the context of WW2. Firstly, students will examine the Allies’ efforts to develop a war-ending weapon. To do this students will analyse the secret Manhattan Project. Secondly, students will	Students will undertake a chronological approach in their examination the causes and course of the Cold War. In doing this, students will focus on the increase in tensions between the Allies towards the end of WW2 by analysing the Tehran, Yalta and Potsdam conferences. Moreover, students will evaluate the impact of the	Students will undertake a chronological approach in their examination the crises of the Cold War. In doing this, students will focus on the Berlin Crisis in 1961 which resulted in the erection of the Berlin Wall, the Cuban Revolution which resulted in the Cuban Missile Crisis and finally the Prague Spring which resulted in	Students will examine the final events of the Cold War. To do this, students will examine the period of Détente that existed between the Superpowers following the Cuban Missile Crisis. Following this, the Soviet invasion of Afghanistan and the resulting Second Cold War will be addressed.



	<p>evacuation of Dunkirk, the Blitz, battle of Britain, the Government's evacuations policy, Operation Barbarossa, Pearl Harbour and D-Day will all be examined. Finally, students will evaluate the social, moral, political and cultural impact of the conflict.</p> <p>SMSC: Students assess the impact of another global conflict on participants and contemporary societies alike.</p>	<p>camps, the Sonderkommandos and the liberation of the camps. Finally, students will assess the moral and practical/logistical debates around the proposed bombing of the camps by the Allies during the latter stages of the war.</p> <p>SMSC: Students will examine the social, moral and cultural impacts of the Holocaust.</p>	<p>examine the testing of the Nuclear bomb, codenamed Trinity. Thirdly, students will examine the dropping of the Atomic Bombs on both Hiroshima and Nagasaki in 1945. Finally, students will evaluate moral and practical debates around the creation and use of such devastating and world-changing weaponry.</p> <p>SMSC: Students will evaluate the moral and practical arguments for and against the dropping of the Atomic bomb in 1945.</p>	<p>Truman Doctrine and Marshall Plan and subsequently the Soviet response to these events, primarily Cominform and Comecon. The establishment of both NATO and the Warsaw Pact will be examined and the further souring of US/USSR relations which resulted in the Berlin Crisis and Arms Race. Finally, students will undertake a case study analysis of the Hungarian Uprising.</p> <p>SMSC: Students will examine the social, moral, cultural and political impacts of emergence of this conflict on contemporary societies around the world.</p>	<p>the Soviet invasion of Czechoslovakia. Finally, students will undertake 2 case studies on the Korean and Vietnam wars in an effort to discover similarities between them and to understand their place in the wider Cold War.</p> <p>SMSC: Students will examine the social, moral, cultural and political impacts of the main crises of this conflict on contemporary</p>	<p>Finally, students will evaluate the impact of Gorbachev's 'New Thinking' on the collapse of the USSR and Berlin Wall.</p> <p>SMSC: Students will examine the social, moral, cultural and political impacts of the end of this conflict on contemporary</p>
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Assessment Opportunities	Half-termly Assessment: Description – Features of WW2.	Half-termly Assessment: Causation – How and why the Holocaust happened.	Half-termly Assessment: Opinion – Was the dropping of the Atomic bomb morally justified?	Half-termly Assessment: Consequence – Explaining the consequences of the Truman Doctrine and Marshall plan.	Half-termly Assessment: Historical Narrative – Writing a narrative account of the Cuban Missile Crisis.	Half-termly Assessment: Importance – Explaining the importance of Gorbachev’s policies of Glasnost and Perestroika.
Links to other units in KS4.	KS4 – Weimar and Nazi Germany & KS4 – Superpower relations and the Cold War.	KS4 – Weimar and Nazi Germany & KS4 – Superpower relations and the Cold War.	KS4 – Weimar and Nazi Germany & KS4 – Superpower relations and the Cold War.	KS4 – Weimar and Nazi Germany & KS4 – Superpower relations and the Cold War.	KS4 – Weimar and Nazi Germany & KS4 – Superpower relations and the Cold War.	KS4 – Weimar and Nazi Germany & KS4 – Superpower relations and the Cold War.