

St Cuthbert Mayne School Curriculum Map



Department: History Year 7

"History is who we are and why we are the way we are" - David McCullough

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past. Teachers will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The aim for the History Department is to provide a curriculum and experience that is truly comprehensive and enables **all** learners to thrive, develop and grow in the widest sense. Most of all we want our learners to discover the joy of learning and to gain the skills that will enable them to continue learning throughout their lives.

The department's mission statement is:

"Through engaging and challenging lessons, all learners will develop a lifelong love of learning and an enthusiasm for the study of History".

In Year 7 we study:

- **How do you 'do' History?:** *Local Heritage*
- **Why did people migrate to Britain before c.1350?** *Migration and invasion, Local heritage*
- **How was the power of the Medieval monarchs challenged?** *Power and the people, Local Heritage*
- **How powerful were Mediaeval women?** *Power and the people*
- **What was everyday life like in Medieval England?** *Influence of beliefs*
- **The journey to create a unified Britain (part 1): What happened in the Middle Ages?** *Migration and invasion, Power and the people*
- **How connected was the Mediaeval world?** *Power and the people, Influence of beliefs*
- **The First Crusade: holy war or power struggle?** *Influence of beliefs*
- **Was the Black Death the most significant event of the Middle Ages?** *Influence of beliefs, Power and the people, Local heritage*
- **What changes were taking place in Europe by 1500?** *Influence of beliefs, Power and the people*
- How did Parliament become so powerful?
- Who was the greatest mediaeval monarch?

Year 7

Autumn Term 1				Autumn Term 2		
Topic/Unit	How do you 'do' History? <i>Local Heritage</i>	Why did people migrate to Britain before c.1350? <i>Migration and invasion Local heritage</i>	How was the power of the Medieval monarchs challenged? <i>Power and the people Local Heritage</i>	How powerful were Mediaeval women? <i>Power and the people</i>	What was everyday life like in Medieval England? <i>Influence of beliefs</i>	
Knowledge (Content covered)	An introduction to history: key skills and concepts. How does history shape our everyday lives? Oral History - how and why has StCM changed?	England before 1066. End of Roman Britain. Anglo Saxon migrations Why did the Anglo Saxons invade England? Debate - invasion or invitation? Life in Anglo Saxon England. Change and continuity 10th century - 21st century	How was England ruled in 1065? Why was 1066 a year of crisis? The three contenders - who was most likely to win? The Road to Hastings. Battle of Hastings and the end of Anglo Saxon England. The creation of Norman England.	Teacher selection of case studies on the following: Olga of Kiev Hildegard of Bingen Eleanor of Aquitaine Julian of Norwich Barbara of Cilli Isabella of France Anna Comnena Jadwiga of Poland To answer the	Who held power in the Middle Ages? What was life really like in a Mediaeval village / town? Why was religion so important to the people of the Middle Ages? What would happen if you broke the law in mediaeval England?	

			How was the power of the monarch challenged? - Magna Carta and the Peasants Revolt.	following questions: What is meant by the term power? How much power was held by these women?		
Skills	Change and continuity. Causation. Judgements.	Change and continuity. Inference. Causation. Judgements.	Change and continuity. Inference. Causation. Judgements	Change and continuity. Inference. Narrative. Causation. Judgements Interpretations	Change and continuity. Inference. Narrative. Causation. Judgements	
Assessment		1 x Inference 1 x Key features End of Unit Comprehension and Recall Test	1 x Inference 1 x Key features End of Unit Comprehension and Recall Test	1 x Inference 1 x Key features End of Unit Comprehension and Recall Test	1 x Inference 1 x Key features End of Unit Comprehension and Recall Test	
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Researcher Policing	Researcher Archaeology Military Politics	Researcher Archaeology Military Politics Legal	Researcher Archaeology Legal Politics	Researcher Archaeology Military Policing Politics	

Spring Term 1				Spring Term 2		
Topic/Unit	The journey to create a unified Britain (part 1): What happened in the Middle Ages? <i>Migration and invasion</i> <i>Power and the people</i>	How connected was the Mediaeval world? <i>Power and the people</i> <i>Influence of beliefs</i>		The First Crusade: holy war or power struggle? <i>Influence of beliefs</i>	Was the Black Death the most significant event of the Middle Ages? <i>Influence of beliefs</i> <i>Power and the people</i> <i>Local heritage</i>	
Knowledge (Content covered)	How were the 'United Kingdoms' created? What are the real stories of Wales, Scotland and Ireland? Was the process one of peace or violence?	What was the 'Silk Road'? How did it link England to a 'wider world'? Which civilisations were shaped by this trade route?		Why were people willing to go on Crusades? Was Jerusalem really worth dying for? Why was religion so significant to the lives of people in the Middle Ages?	What was the Black Death? How did Mediaeval minds try to stop a pandemic? What were the consequences of the Black Death on the political, social and economic life of England?	
Skills	Change and	Change and	Change and	Change and	Change and	

	continuity. Inference. Narrative. Causation. Judgements Narrative Research	continuity. Inference. Narrative. Causation. Judgements Interpretation Narrative Research	continuity. Inference. Interpretation Causation / Consequence. Judgements Narrative Research	continuity. Inference. Interpretation Causation. Judgements Narrative Research	continuity. Inference. Interpretation Causation. Judgements Narrative Research	
Assessment	1 x Inference 1 x Key features End of Unit Comprehension and Recall Test	1 x Inference 1 x Key features End of Unit Comprehension and Recall Test	1 x Inference 1 x Key features End of Unit Comprehension and Recall Test	1 x Inference 1 x Key features End of Unit Comprehension and Recall Test	1 x Inference 1 x Key features End of Unit Comprehension and Recall Test	
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Researcher Archaeology Politics Legal	Researcher Archaeology Military Policing Politics	Researcher Archaeology Politics	Researcher Archaeology Military Politics	Researcher Archaeology Military Policing Politics Legal	

Summer Term 1			Summer Term 2			
Topic/Unit	What changes were taking place in Europe by 1500? Influence of beliefs Power and the people			How did Parliament become so powerful?	Who was the greatest mediaeval monarch?	
Knowledge (Content covered)	What was the Renaissance? Why was classical learning being rediscovered? How were new ideas changing Europe? How was the supremacy of the Catholic church being challenged?			One of the core British Values is democracy. But how long has it existed in Britain? We explore the origins of our political system and trace its roots all the way back to the Middle Ages and a very important document.	Edward I, Edward III and Henry V. All heroes of English history. Or should we be evaluating the impact of other, less glamorous monarchs? We investigate the question of 'who was the greatest mediaeval monarch' to develop clear judgements. Who will it be?	
Skills	Change and continuity.			Change and continuity.	Change and continuity.	

	Inference. Narrative. Causation. Judgements Narrative Research			Inference. Narrative. Causation. Judgements Interpretation Narrative Research	Inference. Narrative. Causation. Judgements Interpretation Narrative Research	
Assessment	1 x Inference 1 x Key features End of Unit Comprehension and Recall Test			1 x Inference 1 x Key features End of Unit Comprehension and Recall Test	Independent research project.	
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Researcher Archaeology Politics	Researcher Archaeology Military Politics Social Work		Researcher Archaeology Politics	Researcher Archaeology Military Politics	

