

Year 7: Two-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
Week 1 * Chronological terms * Overview British history timeline (periods) * Locating the Anglo-Saxons in an overview of British History * Early Medieval period focus	Background to Anglo-Saxon and Norman England c1060–1088	Chronology Target Step 3 Stretch to Step 4	Chronology Step 3: Learners understand the literal meanings of terms such as year, decade and century. Beginning to be able to put periods and events in order.	Chronology Step 4: 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.	Chronology Step 4: Beginning to understand the use of terms such as 'the sixteenth century' or 'the Victorian era'.	Baseline test covers all aspects
Week 2 * Anglo-Saxon society – what we know about the Anglo-Saxons * How we know: Surviving buildings, surviving artefacts, archaeology, written accounts	Background to Anglo-Saxon and Norman England c1060–1088	Evidence Target Step 3 Stretch to Step 4	Evidence Step 3: Learners understand that sources are used by historians to find out about the past.	Evidence Step 4: 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>Week 3</p> <ul style="list-style-type: none"> * What is a monarch? * Reasons for wanting to be a medieval monarch * Contenders to the throne in 1066 	Background to Anglo-Saxon and Norman England c1060–1088	Historical vocabulary Target Step 3	<p>Historical vocabulary Step 3: 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>Causation and consequence Step 3: Learners can identify a number of causes of historical events and understand that these are a result of relationships in the past.</p> <p>Interpretations Step 3: Learners can pick out simple differences in accounts of the past.</p>	<p>Causation and consequence Step 4: 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>Interpretations Step 4: 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>Causation and consequence Step 4: 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>	Baseline test covers all aspects
<p>Week 4</p> <ul style="list-style-type: none"> * Battle of Stamford Bridge * Harold's army and its condition after Stamford Bridge 	Anglo-Saxon and Norman England c1060–1088	Causation and consequence Target Step 3 Stretch to Step 4				
<p>Week 5</p> <ul style="list-style-type: none"> * Composition of William's army * The Battle of Hastings * Accounts of the battle * The verdicts of historians on what caused the outcome 	Anglo-Saxon and Norman England c1060–1088	Interpretations Target Step 3 Stretch to Step 4				

Weeks 6–7 Enquiry question: How did William take control of England?						
<p>Week 6</p> <ul style="list-style-type: none"> * Use of 'terror' to establish control: the Harrying of the North * Norman Castles 	<p>Anglo-Saxon and Norman England c1060–1088</p> <p>Castles are relevant background to Warfare through time, c1250–present.</p>	<p>Evidence</p> <p>Target Step 4</p> <p>Stretch to Step 4</p> <p>4</p>	<p>Evidence Step 4:</p> <p>Learners appreciate that historians need to interrogate sources to work out what happened in the past.</p> <p>Change and continuity Step 4: 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>Evidence Step 4:</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>Change and continuity Step 4:</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>Evidence Step 5: Begin to comment on the provenance of sources.</p>	<p>Baseline test covers all aspects</p>
<p>Week 7</p> <ul style="list-style-type: none"> * Cultural changes (e.g. language) * Feudal system * Domesday Book 	<p>Anglo-Saxon and Norman England c1060–1088</p> <p>The feudal system is also important background for Warfare through time, c1250–present and The reigns of King Richard I and King John, 1189–1216.</p>	<p>Change and continuity</p> <p>Target Step 4</p> <p>Stretch to Step 4</p> <p>4</p>	<p>Evidence Step 4:</p> <p>Learners appreciate that historians need to interrogate sources to work out what happened in the past.</p> <p>Change and continuity Step 4: 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>Evidence Step 4:</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>Change and continuity Step 4:</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>Evidence Step 5: Begin to comment on the provenance of sources.</p>	<p>Baseline test covers all aspects</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>Week 8</p> <ul style="list-style-type: none"> * Medieval views of the afterlife (heaven, hell and purgatory) * Ways of improving chances of getting to heaven: good works, pilgrimages, the power of prayer, saints * Effects on everyday life 	<p>Background to:</p> <ul style="list-style-type: none"> * Anglo-Saxon and Norman England c1060–1088 * The reigns of King Richard I and King John, 1189–1216 * Crime and punishment through time, c1000–present * Medicine through time, c1250–present 	<p>Evidence</p> <p>Target Step 4</p> <p>Stretch to Step 5</p> <p>Chronology</p> <p>Historical vocabulary</p>	<p>Evidence Step 4:</p> <p>Learners appreciate that historians need to interrogate sources to work out what happened in the past. (Reinforced)</p> <p>Evidence Step 4:</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>Evidence Step 5:</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>Evidence Step 5:</p> <p>Learners make generalised references to provenance (e.g. ‘sources from witnesses are more reliable’).</p>	<p>Evidence Step 6:</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"> • Causation and consequence • Evidence • Analytical narrative (story of Becket)
<p>Week 9</p> <ul style="list-style-type: none"> * Role of priests in daily life * Why people became monks/nuns * Lives of monks and nuns and their effect on local communities, to include caring for the sick and praying for the dead 	<p>Background to:</p> <ul style="list-style-type: none"> * Anglo-Saxon and Norman England c1060–1088 * The reigns of King Richard I and King John, 1189–1216 * Crime and punishment through time, c1000–present * Medicine through time, c1250–present 	<p>Evidence</p> <p>Target Step 4</p> <p>Stretch to Step 5</p>	<p>Causation and consequence Step 4:</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>Week 10 * Influence of religion on medieval ideas: crime, science and medicine, warfare, the structure of society * Architecture</p>	<p>Background to: * Anglo-Saxon and Norman England c1060–1088 * The reigns of King Richard I and King John, 1189–1216 * Crime and punishment through time, c1000–present * Medicine through time, c1250–present</p>	<p>Causation and consequence Target Step 4 Evidence Target Step 6</p>				
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Weeks 11–12 Enquiry question: ‘Why was the Archbishop of Canterbury murdered?’						
<p>Week 11</p> <ul style="list-style-type: none"> * Relationship between Henry II and Thomas Becket * Relationship between Church and state * Argument over the power of the Church 	<p>Background to:</p> <ul style="list-style-type: none"> * Anglo-Saxon and Norman England c1060–1088 * The reigns of King Richard I and King John, 1189–1216 * Crime and punishment through time, c1000–present * Medicine through time, c1250–present * Henry VIII and his ministers, 1509–1540 	<p>Causation and consequence</p> <p>Target Step 4</p> <p>Stretch to Step 5</p>	<p>Causation and consequence Step 4:</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>Causation and consequence Step 4:</p> <p>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>Analytical narrative</p> <p>Understand what Analytical Narrative is in the context of the story of Becket.</p>	<p>Causation and consequence Step 5:</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>Structuring and organising knowledge Step 3:</p> <p>Learners can begin to construct simple stories about the past using what they have been taught.</p>	<ul style="list-style-type: none"> • Causation and consequence • Evidence • Analytical narrative (story of Becket)
<p>Week 12</p> <ul style="list-style-type: none"> * Story of the murder of Thomas Becket * Possible reasons for the murder 	<p>Background to:</p> <ul style="list-style-type: none"> * Anglo-Saxon and Norman England c1060–1088 * The reigns of King Richard I and King John, 1189–1216 * Henry VIII and his ministers, 1509–1540 	<p>Causation and consequence</p> <p>Target Step 4</p> <p>Stretch to Step 5</p> <p>Analytical narrative (introduction)</p>	<p>Causation and consequence Step 4:</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>Causation and consequence Step 4:</p> <p>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>Analytical narrative</p> <p>Understand what Analytical Narrative is in the context of the story of Becket.</p>	<p>Causation and consequence Step 5:</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>Structuring and organising knowledge Step 3:</p> <p>Learners can begin to construct simple stories about the past using what they have been taught.</p>	<ul style="list-style-type: none"> • Causation and consequence • Evidence • Analytical narrative (story of Becket)

Week 13 Enquiry question: Did the Church make everyone good?						
<p>Week 13</p> <ul style="list-style-type: none"> * 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>Background to:</p> <ul style="list-style-type: none"> * Anglo-Saxon and Norman England c1060–1088 * The reigns of King Richard I and King John, 1189–1216 * Crime and punishment through time, c1000–present * Medicine through time, c1250–present * Henry VIII and his ministers, 1509–1540 	<p>Evidence</p> <p>Target Step 4</p> <p>Stretch to Step 5</p> <p>Stretch to Step 6</p>	<p>Evidence Step 4:</p> <p>Learners appreciate that historians need to interrogate sources to work out what happened in the past. (Reinforced 2)</p>	<p>Evidence Step 5:</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>Evidence Step 6:</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"> • Causation and consequence • Evidence • Analytical narrative (story of Becket)

Half-term: Spring 1						
Unit title: The problems of medieval monarchs						
Week 14 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>Week 14</p> <ul style="list-style-type: none"> * England's medieval monarchs (1066–1485) * Chronology * Compare the fates of each – how many were killed/deposed/passed on the crown to an heir 	<p>Useful context for The reigns of King Richard I and King John, 1189–1216</p>	<p>Acquisition of knowledge Chronology Target Step 4 Stretch to Step 5</p>	<p>Chronology Step 4: Learners can use terms like year, decade or century in their work and can apply them to historical situations with which they are familiar.</p>	<p>Chronology Step 5: 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').</p>	<p>Chronology Step 5: Learners can use their understanding of chronological terms to construct timelines over short and long periods of history.</p>	<ul style="list-style-type: none"> • Causation and consequence • Evidence
Weeks 15–16 Enquiry question: How important were England's medieval queens?						
<p>Week 15</p> <ul style="list-style-type: none"> * Claims of Matilda and Stephen * Their personal qualities and fitness to rule * Civil War (during the period of anarchy) and its outcome 		<p>Evidence Target Step 4 Stretch to Step 5</p>	<p>Evidence Step 4: Learners appreciate that historians need to interrogate sources to work out what happened in the past and will have a sense that historians use sources with the benefit of hindsight.</p>	<p>Evidence Step 5: 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>Evidence Step 5: Learners make generalised references to provenance (e.g. 'sources from witnesses are more reliable').</p>	<ul style="list-style-type: none"> • Causation and consequence • Evidence
<p>Week 16</p> <ul style="list-style-type: none"> * Story of Eleanor of Aquitaine * Her accomplishments, influence and limitations 	<p>Background to The reigns of King Richard I and King John, 1189–1216</p>	<p>Interpretations Target Step 4 Stretch to Step 5</p>	<p>Evidence Step 4: Learners comment on the reliability of sources ('biased' may be used as a catch-all term) but have little</p>	<p>Interpretations Step 5: Learners can select and describe the key features of a historical</p>	<p>Interpretations Step 6: 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>	

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		<p>understanding of how historians build an evidence picture. (Reinforced) Interpretations Step 4: 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>interpretation and begin to talk about the messages that it might send to the people viewing it. Interpretations Step 5: 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.</p>		
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Weeks 17–20 Enquiry question: How powerful were English monarchs?						
<p>Week 17</p> <ul style="list-style-type: none"> * Reasons John was unpopular * The rebellion and Magna Carta * Significance of Magna Carta 	<p>The reigns of King Richard I and King John, 1189–1216</p>	<p>Causation and consequence Target Step 4 Stretch to Step 5</p>	<p>Causation and consequence Step 4: 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’. (Reinforced) Causation and consequence Step 5: 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. Change and continuity Step 4: They can describe some broad historical developments and trends (e.g. technological</p>	<p>Causation and consequence Step 6: Learners can link categories of causes to form a simple causal picture and begin to explain why something happened in history. Change and continuity Step 5: 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>Causation and consequence Step 6: 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"> • Causation and consequence • Evidence
<p>Week 18</p> <ul style="list-style-type: none"> * Background to Edward I * Why Edward I was a popular monarch * English takeover of Wales * Owain Glyndwr 	<p>Warfare through time, c1250–present</p>	<p>Causation and consequence Target Step 5 Stretch to Step 6</p>				
<p>Week 19</p> <ul style="list-style-type: none"> * Edward I's Welsh Castles * The evolution of castles and castle design 	<p>Warfare through time, c1250–present</p>	<p>Change and continuity Target Step 4 Stretch to Step 5</p>				
<p>Week 20</p> <p>Why Scotland was a challenge to English kings</p> <ul style="list-style-type: none"> * Edward I and Scotland * Edward II, Robert the Bruce and the Battle of Bannockburn, 1314 * Edward III, the Auld Alliance and the Battle of Neville's Cross 	<p>Warfare through time, c1250–present</p>	<p>Causation and consequence Target Step 5 Stretch to Step 6</p>				

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			progress), but with little accuracy or linking to chronology. (Reinforced)			
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Half-term: Spring 2						
Unit title: Migration						
Weeks 21–23 Enquiry question: Who were the English?						
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>Week 21</p> <ul style="list-style-type: none"> * Introduction to Thematic History – look at chronology to be covered * Early migration to Britain (Celtic) * Reasons for Roman invasion * Impact on the Celts and resistance to Roman rule (Boudicca) 	<p>Relevant to:</p> <ul style="list-style-type: none"> * Crime and punishment through time, c1000–present * Medicine through time, c1250–present * Warfare through time, c1250–present 	<p>Chronology Historical vocabulary Target Step 5</p>	<p>Thematic history: Understand what thematic history is and how the approach differs from other approaches.</p> <p>Chronology Step 5: 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>Chronology Step 6: Learners are increasingly confident 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> <p>Interpretations Step 5: Learners have a basic understanding that different interpretations (e.g. films, paintings, songs) are made to provide</p>	<p>Interpretations Step 6: 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"> • Interpretations • Chronology
<p>Week 22</p> <ul style="list-style-type: none"> * Who the Angles and Saxons were * Reasons why people moved to Britain * Impact of Angle and Saxon migration on Celts * How we know about the impact on the Celts 	<p>Background to Anglo-Saxon and Norman England c1060–1088</p>	<p>Evidence Target Step 5 Stretch to Step 6 Stretch to Step 7</p>	<p>Understand what thematic history is and how the approach differs from other approaches.</p>	<p>Learners 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> <p>Interpretations Step 5: Learners have a basic understanding that different interpretations (e.g. films, paintings, songs) are made to provide</p>		

<p>Week 23 * 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 Anglo-Saxon and Norman England c1060–1088</p>	<p>Interpretations Target Step 5 Stretch to Step 6</p>	<p>and long periods of history. Interpretations Step 5: 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. Evidence Step 5: 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) Evidence Step 5: Learners make generalised references to provenance (e.g. ‘sources from witnesses are more reliable’). (Reinforced)</p>	<p>groups of people with a story about the past. Evidence Step 6: 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.</p>		
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Weeks 24–25 Enquiry question: What drove people to migrate?						
<p>Week 24 * How big a factor was religion in causing migration to and from Britain? * Jewish migration, expulsion and return * St Bartholomew's Day massacre and the Huguenots * Puritans and the Mayflower</p>	<p>Background to: * Spain and the New World * British America, 1713–1783</p>	<p>Interpretations Target Step 5 Stretch to Step 6</p>	<p>Interpretations Step 5: 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) Evidence Step 5: Learners make generalised references to provenance (e.g. 'sources from witnesses are more reliable'). (Reinforced 2)</p>	<p>Interpretations Step 6: 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. Evidence Step 6: Begin to frame their own historically valid questions about sources or identify appropriate sets of sources.</p>	<p>Interpretations Step 6: Learners may regard interpretations as simply opinions and so be inclined to say that they are either all valid or that none of them hold historical purpose.</p>	<ul style="list-style-type: none"> • Interpretations • Chronology
<p>Week 25 * The extent to which economics was a factor in causing migration to and from Britain * Treatment of Irish immigrants in 1840s * Experiences of Windrush generation migrants * Political reaction to migrants in 1960s – Rivers of Blood speech</p>		<p>Evidence Target Step 5 Stretch to Step 6</p>				

Week 26 Enquiry question: How have migrants changed Britain?						
<p>Week 26 * 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 5 Stretch to Step 6</p>	<p>Change and continuity Step 5: 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>Change and continuity Step 5: They show a basic understanding that not all changes that take place are as important as each other.</p>	<p>Change and continuity Step 6: 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>	<ul style="list-style-type: none"> • Interpretations • Chronology

Half-term: Summer 1						
Unit title: Challenges to the Catholic Church						
Weeks 27–30 Enquiry question: Was the Reformation a good thing?						
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>Week 27</p> <p>* Reasons why some people questioned Catholicism: sinful priests, greed, indulgences, parts not in the bible</p> <p>* Martin Luther & 95 Theses</p> <p>* Short-term reaction to the reformation</p>	<p>Background to Henry VIII and his ministers, 1509–1540</p>	<p>Evidence</p> <p>Target Step 5</p> <p>Stretch to Step 6</p>	<p>Change and continuity Step 5:</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>Evidence Step 5:</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>Chronology Step 5:</p> <p>Learners can use their</p>	<p>Change and continuity Step 5:</p> <p>They show a basic understanding that not all changes that take place are as important as each other.</p> <p>Change and continuity Step 6:</p> <p>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>Evidence Step 6:</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> <p>Interpretations Step</p>	<p>Change and continuity Step 6:</p> <p>They can 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"> • Change and continuity • Interpretations
<p>Week 28</p> <p>* Timeline from Peasants Revolt to 1603</p> <p>* Chart the major changes in religion with some links to developments in Europe</p> <p>* Review learning about medieval church</p>	<p>Context for:</p> <p>* Henry VIII and his ministers, 1509–1540</p> <p>* Early Elizabethan England, 1558–1588</p>	<p>Chronology</p> <p>Target Step 5</p> <p>Change and continuity</p> <p>Target Step 5</p> <p>Stretch to Step 6</p>	<p>Change and continuity Step 5:</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>Chronology Step 5:</p> <p>Learners can use their</p>	<p>Change and continuity Step 5:</p> <p>They show a basic understanding that not all changes that take place are as important as each other.</p> <p>Change and continuity Step 6:</p> <p>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>Evidence Step 6:</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> <p>Interpretations Step</p>	<p>Change and continuity Step 6:</p> <p>They can 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"> • Change and continuity • Interpretations
<p>Week 29</p> <p>* Henry's "Great Matter": Catherine of Aragon</p> <p>* The Break from Rome</p> <p>* Was Henry motivated by religious or political issues?</p>	<p>Henry VIII and his ministers, 1509–1540</p> <p>Background to Early Elizabethan England, 1558–1588</p>	<p>Interpretation</p> <p>Target Step 5</p> <p>Stretch to Step 5</p>	<p>Change and continuity Step 5:</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>Chronology Step 5:</p> <p>Learners can use their</p>	<p>Change and continuity Step 5:</p> <p>They show a basic understanding that not all changes that take place are as important as each other.</p> <p>Change and continuity Step 6:</p> <p>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>Evidence Step 6:</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> <p>Interpretations Step</p>	<p>Change and continuity Step 6:</p> <p>They can 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"> • Change and continuity • Interpretations
<p>Week 30</p> <p>* Short-term consequences of the Reformation in England</p> <p>* Dissolution of the Monasteries – the effect on</p>	<p>Henry VIII and his ministers, 1509–1540</p> <p>Background to:</p> <p>* Early Elizabethan England, 1558–1588</p>	<p>Change and continuity</p> <p>Target Step 5</p> <p>Stretch to Step 6</p>	<p>Change and continuity Step 5:</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>Chronology Step 5:</p> <p>Learners can use their</p>	<p>Change and continuity Step 5:</p> <p>They show a basic understanding that not all changes that take place are as important as each other.</p> <p>Change and continuity Step 6:</p> <p>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>Evidence Step 6:</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> <p>Interpretations Step</p>	<p>Change and continuity Step 6:</p> <p>They can 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"> • Change and continuity • Interpretations

Year 7 Scheme of Work: Two-year scheme

<p>the clergy</p> <p>* Wider changes in religious practice, e.g. shrines, pilgrims, design of churches</p>	<p>* Medicine through time, c1250–present</p>		<p>understanding of chronological terms to construct timelines over short and long periods of history.</p> <p>Interpretations Step 5: 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>5: 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.</p>		
<p>Weeks 31–33 Enquiry question: Who won: Catholics or Protestants?</p>						
<p>Week 31</p> <p>* Brief overview of Mary's reign – persecution of Protestants</p> <p>* Elizabethan religious settlement</p>	<p>Early Elizabethan England, 1558–1588</p>	<p>Interpretations</p> <p>Target Step 5</p> <p>Stretch to Step 6</p> <p>Historical vocabulary</p>	<p>Interpretations Step 5: 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.</p>	<p>Interpretations Step 6: 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>	<p>Interpretations Step 6: Can link the key features of an interpretation and the reasons for its construction to who made it.</p>	<ul style="list-style-type: none"> • Change and continuity • Interpretations
<p>Week 32</p> <p>* Catholic reaction to the Reformation in Europe</p> <p>* The Armada</p> <p>* Catholic plots against Elizabeth</p>	<p>Early Elizabethan England, 1558–1588</p> <p>Some relevant background to:</p> <p>* Spain and the New World</p> <p>* Crime and punishment through time, c1000–present</p>	<p>Interpretations</p> <p>Target Step 5</p> <p>Stretch to Step 6</p>	<p>are made to provide groups of people with a story about the past.</p> <p>Historical vocabulary Step 5: Learners can remember and use historical vocabulary in their work and are beginning to assimilate new words into their current understanding. They have a basic understanding that historical language is contextually relevant</p>	<p>Analytical narrative Step 6: Learners can construct a descriptive narrative about the past and show hints of analysis within their work. There are hints of organisation.</p>		
<p>Week 33</p> <p>* The aims of the Gunpowder Plot</p> <p>* Events of the plot</p> <p>* How the conspirators were caught and treated</p>	<p>Crime and punishment through time, c1000–present</p>	<p>Analytical narrative</p> <p>Target Step 5</p> <p>Stretch to Step 6</p>				

			<p>and may ask questions about whether a term is appropriate in a new period or country.</p> <p>Analytical narrative</p> <p>Step 5: Learners can construct a descriptive narrative of the past with some development, but with little evidence of organisation. They use factual information as support throughout their narrative, but this may be patchy in places and lack relevance.</p>			
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Half-term: Summer 2						
Unit title: Changing ideas: 1660 to 1789						
Weeks 34–35 Enquiry question: What made Restoration London exciting?						
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>Week 34</p> <ul style="list-style-type: none"> * What can Pepys tell us about everyday life? * What can Pepys tell us about how people reacted to the Great Plague? * What can Pepys tell us about the Great Fire? * What can other sources tell us? 	<p>Medicine through time, c1250–present</p>	<p>Evidence Target Step 5 Stretch to Step 6</p>	<p>Evidence Step 5: Learners make generalised references to provenance (e.g. ‘sources from witnesses are more reliable’). (Reinforced) Evidence Step 6: 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. (Reinforced)</p>	<p>Evidence Step 6: Begin to frame their own historically valid questions about sources or identify appropriate sets of sources.</p>	<p>Evidence Step 7: 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"> • Change and continuity • Evidence
<p>Week 35</p> <ul style="list-style-type: none"> * Enlightenment ideas, the Royal Society * Wren's designs * Why London does not look like Paris – resistance to the new vision for the city 	<p>Medicine through time, c1250–present</p>	<p>Evidence Target Step 6 Stretch to Step 7</p>	<p>Evidence Step 5: 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. (Reinforced)</p>	<p>Evidence Step 6: Begin to frame their own historically valid questions about sources or identify appropriate sets of sources.</p>	<p>Evidence Step 7: Learners can make supported inferences about the past by using a source and the detail contained within it.</p>	

Weeks 36–37 Enquiry question: Who ran the country: King or Parliament?						
<p>Week 36</p> <ul style="list-style-type: none"> * Overview of who controlled the succession in this period * James II and William & Mary * Anne and the Hanoverian succession * Why the Stuarts were rejected * Is divine right over? 		<p>Chronology Change and continuity Target Step 5 Stretch to Step 6</p>	<p>Change and continuity Step 5: They show a basic understanding that not all changes that take place are as important as each other.</p> <p>Change and continuity Step 6: 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>Change and continuity Step 6: They 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>Chronology Step 6: Learners' timelines and other work show an appreciation of the different scales of time and how they fit together.</p>	<p>Change and continuity Step 7: 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"> • Change and continuity • Evidence
<p>Week 37</p> <ul style="list-style-type: none"> * Timeline of changes in the power of parliament from Elizabeth (linking back to previous 2 units) * What parliament was like in the reigns of George I and George II – who were the MPs and who elected them? The power of parliament vs. power of the monarch * Who was Robert Walpole and what is a Prime Minister? * Comparison with rising absolutism in France 		<p>Change and continuity Target Step 6 Stretch to Step 7</p>	<p>Chronology Step 6: Learners are increasingly confident in placing a new period or topic within their own chronological reference and are beginning to make links between periods that they have studied.</p>			

Week 38 Enquiry question: How 'modern' was England by 1789?						
<p>Week 38</p> <ul style="list-style-type: none"> * How much had ideas changed by 1789? * Science, government and architecture * Comparison with Tudor monarchy and society 	<p>Medicine through time, c1250–present</p>	<p>Change and continuity</p> <p>Target Step 6</p> <p>Stretch to Step 7</p>	<p>Change and continuity Step 6:</p> <p>Learners can begin to use some of the language of change to talk simply about the pace or extent of changes with which the Change and continuity Step 6:</p> <p>They 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>Change and continuity Step 7:</p> <p>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>	<p>Change and continuity Step 7:</p> <p>They will be able to communicate their understanding of changes by identifying lines of development rather than just individual changes.</p>	<ul style="list-style-type: none"> • Change and continuity • Evidence