

Year 7

KS3 History Curriculum

Introduction to History

What is History?



Norman England

How much change did the Normans bring to England?



Medieval England

How did pestilence and protest change medieval England?



Medieval Africa

How has the historiography of Medieval Africa changed overtime?



Tudor Society

What can Black Tudors reveal about Tudor society?



Renaissance and Reformation

What was Luther trying to achieve?
Did the Reformation convert England?



A Golden Age

Was Elizabethan England a 'Golden Age'?



Finals



Core Concepts:

- Power and the people
- Society and beliefs
- Conflicts and conquests
- Diverse and local history

KS3 History:

What is History?



Aims of this study:

We will understand the different ways in which Elizabethan England has been interpreted. We will study key aspects of Elizabeth's reign to collect evidence to challenge or agree with the different interpretations. This will link to our knowledge on Tudor Society and the religious changes to explain the challenges Elizabeth faced and the decisions that she made to deal with them. We will also look at the role of John Hawkins and Francis Drake in the world of exploration and trade.

Age Related Expectations assessed in this topic

ARE 1	Recalling and selecting historical knowledge
ARE 2	Crafting and writing historical arguments
ARE 3	Use of academic vocabulary
ARE 4	Assessing and assessing historical sources
ARE5	Analysing and assessing historical interpretations.

What is History?

Part 1	Overview You will study: --What is chronology and why is it important? - How is time measured?
Part 2	Overview You will study: - The Ricall Mystery. You will pose a hypothesis on what you believed happened to the evidence found at Ricall. - You will analyse sources and make decisions on if they are useful.
Part 3	Overview You will study: - different interpretations about the Ricall mystery and complete a write up with your own point of view.

Academic vocabulary

Chronology	putting events in time order
Cause	why did an event happen?
Consequence	What changed because of what happened?
Source	a place where historians can get evidence about the past e.g. artefacts, pictures, texts etc
Interpretation	a viewpoint on a specific event or issue
Inference	what you can figure out about the past from looking at a source?
Provenance	the who, what, when, where, why questions that historians ask about sources to determine if they are good sources of evidence
Contextual knowledge	this means the knowledge you already have. What do you already know?

KS3 History:

Norman England



Aims of this study:

This study, comprising of two enquiries, will guide you through the story of one of England's most famous years and its consequences. You will first learn how a Norman became King of England before studying the ways in which the Normans change England. This study will deepen your understanding of consequence, change, and continuity in history.

Driving questions:

- How did power and who held it change?
- How did people in the past live?

Age Related Expectations assessed in this topic

ARE 1	Recalling and selecting historical knowledge
ARE 2	Crafting and writing historical arguments
ARE 3	Use of academic vocabulary

How much change did the Normans bring to England?

Part 1	Overview You will study: <ul style="list-style-type: none">-- the battles of 1066 and how William became king- the ways in which the Normans gained and strengthened their control of England- the role land and marriage played in the Norman control of England
Part 2	Overview You will study: <ul style="list-style-type: none">- the changes introduced by the Normans, including castles, new languages, and changes to the Church
Part 3	Overview You will study: <ul style="list-style-type: none">- how we can write about change and the extent of change in History

Academic vocabulary

succession	the order in which people will be king or queen
claimant	someone who thinks they have a right to something
conquer	to take over using force
King	The man in charge of a kingdom.
Earl	Large land owners who only owed loyalty to the king.
Thegn	Anglo Saxon warrior land owner who fought for the earl when called upon. Known as knights after 1066
Peasants	Worked on the land as a farmer for the thegn/knight who in turn offered protection.
feudal system	the way English society was organized under Norman control
nobles	people of high status who held land and important titles
extent	how much or how far

Medieval England

Aims of this study:

In this topic will be get a sense of the Medieval Period. We will look at people's religious beliefs and how this influenced their lives. We will explore how the Black Death was a turning point in this period and had a impact on society. We will then focus on the Peasants Revolt and explore the relationship between the peasantry and authority. It explores the motives behind the challenge to authority and the power dynamics of the Middle Ages.

Age Related Expectations assessed in this topic

ARE 1	Recalling and selecting historical knowledge
ARE 2	Crafting and writing historical arguments
ARE 3	Use of academic vocabulary
ARE 4	Assessing and assessing historical sources

How did pestilence and protest change medieval England?

Part 1	<p>Overview You will study: The importance of religion in the Medieval Period. The role of Church and the importance in peoples' lives. What people believed about how to get to Heaven and the power of the church. The relationship between the church and monarch – Thomas Becket and Henry</p>
Part 2	<p>Overview The reign of King John How the power of the monarch changed – King John and the Magna Carta Magna Carta and the First Barons War</p>
Part 3	<p>Overview You will study: Causes of the Black Death How the Black impacted on the people of England and the consequences. Why was the Black Death a turning point of social and economic importance?</p>
Part 4	<p>Events of The Peasants' Revolt (Chronology): March to London. The aftermath of the Peasants' Revolt. How did protest show the power of the monarch as absolute as well as it being challenged ?</p>

Academic vocabulary

hierarchy	A system of organisation in which people or groups are ranked one above the other according to status.
Successor	A person that takes up the throne after the last monarch dies.
monarchy	The king or queen.
revolt	An uprising or rebellion to try and show dissatisfaction or to bring about change.
abdication/ usurpation	Abdication- to resign or give up the throne. Usurpation – to take the throne from the rightful heir.
Barons	The group below the king in the feudal system – gave the king soldiers and loyalty and received land in return.

KS3 History:

Medieval Africa



Aims of this study:

This study will open your learning to understand that until recently Africa was seen by the outside world as being without history a continent left behind in the wider story of human progress. You will understand that the interpretations of the African past are being challenged and starting to change. By studying Medieval Africa, we will recognise that that Africa was diverse, wealthy, developed and had expanding Empires

Driving questions:

- How did power and who held it change?
- How did people in the past live?
- How do we know about the past?

Age Related Expectations assessed in this topic

ARE 1	Recalling and selecting historical knowledge
ARE 2	Crafting and writing historical arguments
ARE 3	Use of academic vocabulary
ARE 5:	Analysing and assessing historical interpretations

How has the historiography of Medieval Africa changed overtime?

Part 1	Overview You will study: -the Introduction to the enquiry - what the Historians' Interpretations of African History
Part 2	Overview You will study: - The Kingdom of Ghana and Tenkamenim - The Mali and Mansa Musa - Great Zimbabwe - Nigeria and Queen Amina the warrior queen.
Part 3	Overview You will write up an answer to the enquiry question using and challenging historians' views.

Academic vocabulary

Historiography	The study of historical writing. What historians write about.
empire	Where a single monarch/country rules over another country.
colonisation	where another country governs or rules over the original people of that country. When another country takes over another.
kingdom	A country, state, or territory ruled by a king or queen.
pilgrimage	A religious journey, often to a holy site
exploration	To explore an unfamiliar land or area.
prosperity	To be successful in material terms; flourishing financially.

KS3 History:

Tudor Society



Aims of this study:

The main focus is studying the work of Miranda Kaufmann students will recognise that that England was diverse and that Black Tudors in some cases were respected and in the higher levels of the social structure. We will learn about how Miranda Kaufmann was able to conduct her research and how she has come to her conclusions through specific case studies.

Age Related Expectations assessed in this topic

ARE 1	Recalling and selecting historical knowledge
ARE 2	Crafting and writing historical arguments
ARE 3	Use of academic vocabulary
ARE 4	Assessing and assessing historical sources
ARE5	Analysing and assessing historical interpretations.

What can the Black Tudors reveal about Tudor Society?

Part 1	Overview You will study: <ul style="list-style-type: none">• The structure of Tudor society and the roles of the people with in it.• An overview of the Tudor monarchs (Consolidation from KS2)
Part 2	Overview You will study: <ul style="list-style-type: none">• An introduction to the Black Tudors and the work of Miranda Kauffman.• Case Studies of Black Tudors in society including:<ul style="list-style-type: none">• John Blanke• Mary Fillis
Part 3	Overview You will complete: <ul style="list-style-type: none">• The enquiry question on the Black Tudors and what they reveal about diversity and acceptance in Tudor Society.

Academic vocabulary

hierarchy	A system of organization in which people or groups are ranked one above the other according to status.
society	The term for the number of people living together in a ordered community.
Tudor Court	The Tudor court was unlike any institution we have today – a public meeting place and center of power. It was the people that surrounded the monarch.
Renaissance	C15th and C16th period in Europe where there was the “rebirth” of new ideas.
Reformation	A 16th-century movement for the reform of abuses in the Roman Church ending in the establishment of the Protestant Churches.

KS3 History:

Tudor World



Aims of this study:

In this topic, you will study a pivotal moment in British, European, and global history. You will learn about the Catholic Church in the early 1500s, drawing on your understanding of power and religion in the Medieval Period. You will then learn about the work and ideas of Martin Luther, how his thoughts developed, and the long term consequences of Lutheranism.

Driving questions:

- How did power and who held it change?
- How did people in the past live?

Age Related Expectations assessed in this topic

ARE 1	Recalling and selecting historical knowledge
ARE 2	Crafting and writing historical arguments
ARE 3	Use of academic vocabulary

What was Luther trying to achieve?

Part 1	Overview You will study: <ul style="list-style-type: none">- The story and ideas of Martin Luther- Martin Luther's criticisms of the Catholic Church
Part 2	Overview You will study: <ul style="list-style-type: none">- The developing ideas of Martin Luther, including his 95 theses- How Luther's ideas were spread- Why Luther's ideas were seen as heretical and a threat
Part 3	Overview You will study: <ul style="list-style-type: none">- How did the Reformation impact on England.- How did churches change under the different Tudor monarchs.

Academic vocabulary

Reform	A change that tries to improve something
Salvation	The belief that your soul moves to heaven after death, to live forever with God
Indulgence	A paper certificate that was granted to help a Catholic gain salvation
Heretical	Words and actions that strongly disagree with the Church's teachings
Printing press	An invention that allowed books and pamphlets to be printed and shared
Denomination	A sub-group of a religion
Protestant	A type of Christian whose beliefs are different to the Catholic Church

KS3 History:



Elizabethan Golden Age

Aims of this study:

In this topic will be get a sense of the Medieval Period. We will look at people's religious beliefs and how this influenced their lives. We will explore how the Black Death was a turning point in this period and had a impact on society. We will then focus on the Peasants Revolt and explore the relationship between the peasantry and authority. It explores the motives behind the challenge to authority and the power dynamics of the Middle Ages.

Age Related Expectations assessed in this topic

ARE 1	Recalling and selecting historical knowledge
ARE 2	Crafting and writing historical arguments
ARE 3	Use of academic vocabulary
ARE5	Analysing and assessing historical interpretations.

Was Elizabethan England a 'Golden Age'?

Part 1	Overview - You will study: The historians' interpretations. – Golden or broken? Elizabethan society and culture– wealth and poverty. Who was important in Elizabethan. society and government? How was poverty dealt with in Elizabethan England?
Part 2	Overview - You will study: Exploration of the New World ad Francis Drake What were the reasons for the increase in exploration including the development of navigational systems?
Part 3	Overview - You will study: Treats to Elizabeth's reign. The threat of Mary, Queen of Scots and plots against Elizabeth. Who was Mary, Queen of Scots and the threat she posed to Elizabeth I? The Spanish Armada and tensions with Spain. What were the reasons for Spain invading?

Academic vocabulary

legitimate	Genuine and real.
succession	The order of who will take up the throne after the last monarch dies.
invasion	Attacking and trying to take over another country or region with an army.
Armada	A fleet of ships.
compromise	An agreement or a settlement of a dispute that is reached by each side making allowances.