



Learning Aims and Curriculum Intent:

Pupils in Year 7 are introduced to History as an academic subject, delivered initially through the history of Forest School. Pupils explore historical skills such as causation, significance, change and continuity. They are also introduced to historical sources and the challenges historians face when handling evidence, particular in terms of reliability. The rest of the year is spent studying the medieval world. This begins with a study of the Norman Conquest, the battle of Hastings and the debate over the legacy of conquered England. Pupils then learn about everyday life in medieval Europe, from religion to hygiene. There is also a comparative study of kingship, focusing on Mansa Musa and the Mali Empire and King John and Magna Carta in England. Pupils are trained to evidence their arguments, construct balanced arguments, and develop essay-writing skills. There are also opportunities for pupils to develop oracy, collaborative and digital literacy skills.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas 1	<p>How far has Forest School changed since it first opened?</p> <p>An introduction to Chronology An introduction to causation An introduction to change and continuity An introduction to historical significance An introduce to interpretations and perspectives An introduction to sources</p>	<p>What is causation in history?</p> <p>Evaluating the extent of continuity and change;</p> <p>Historians' interpretations: understanding these and considering why they change over time.</p> <p>Historical perspectives: understanding why people in the past thought and acted differently.</p>	<p>Retrieval quizzes to build knowledge acquisition and understanding.</p> <p>Collaborative oracy: group presentations on the history of Forest School</p>
Michaelmas 2 and Lent 1	<p>Why does the Norman Conquest matter?</p> <p>1. Why did William win the Battle of Hastings?</p> <p>An introduction to England in the Eleventh Century The crisis of 1066: the disputed succession and the Battle of Stamford Bridge. The Battle of Hastings: differences between English and Norman armies, the key events of the battle and reasons for Norman victory. Primary Sources on the Battle of Hastings</p> <p>2. Did the Normans bring a 'truckload of trouble' to England after 1066?</p> <p>Interpretations of the Norman Conquest The political impact of Norman rule: changes to the aristocracy and the Church; the feudal system. Controlling England: castles; the harrying of the North; the Domesday Book. The social and cultural impact of Norman rule: changes to language, food and culture and the arts.</p>	<p>Understanding and appreciation causation in the specific cases of the crisis of 1066 and the Battle of Hastings, as well as generally.</p> <p>Paragraph-writing technique using PEEL</p> <p>Understanding primary sources- comparing sources and considering reliability</p> <p>An introduction to historians' interpretations.</p> <p>Change and Continuity- the Normans after 1066</p> <p>Constructing an essay in response to historians' interpretations.</p>	<p>Retrieval quizzes to build knowledge acquisition and understanding.</p> <p>Paragraph-writing task on the Battle of Hastings</p> <p>In-class sources activity on the death of Harold</p> <p>Essay question on Simon Schama's 'Truckload of trouble' debate about the Normans</p>
Lent 2 and Trinity 1	<p>Was life in the Middle Ages as bad as we think?</p> <p>3. How did everyday life change in the Middle Ages?</p> <p>The role of Religion in medieval society Everyday life in towns and villages The Black Death: causes and impact on society The causes and events of the Peasants' Revolt</p> <p>4. How powerful were medieval kings? King John and Mansa Musa</p> <p>The character and aims of King John Magna Carta and challenges to royal authority Mansa Musa and the Mali Empire Interpretations of King John and Mansa Musa</p>	<p>Change and Continuity- medieval life.</p> <p>Similarity and difference- e.g. between different social groups in medieval society (lords and villeins, clergy and laity, etc).</p> <p>Cause and Consequence: The Black Death and the Peasants' Revolt</p> <p>Significance of key individuals</p> <p>Historians' interpretations</p> <p>Handling historical sources</p>	<p>Retrieval quizzes to build knowledge acquisition and understanding.</p> <p>In-class paragraph writing task on the Peasants' Revolt/Consequences of the Black Death.</p> <p>Source-based questions on Black Death</p> <p>Source-based questions on King John and Mansa Musa</p>

Trinity 2	End of Year exam and feedback	Change and Continuity Cause and Consequence Handling sources Significance	Assessment: A 60-minute paper combining sources, PEEL paragraphs and retrieval. Assessment: Individual oracy: Presentations/artefacts
	Individual project- Who am I? Pupils are given the freedom and creativity to investigate a topic of their choice, creating a presentation or an artefact (e.g. short story, artwork) on the theme of identity, in conjunction with the Year 7 'Who am I?' Project.		

Examples of Homework	Extended reading task on castles followed by pupils annotating a map of the England to show construction of castles in 11 th and 12 th centuries. Students create a promotional poster advertising the rights to the throne of one of the claimants in 1066. Practice paragraph writing on the impact of the Black Death on English society	
Key terminology	Cause; Consequence; Change; Continuity; Significance; Primary Source; Secondary Source; Provenance; Reliability; Catholic; Monarchy; Oath; Usurper; Infantry; Cavalry; Succession; Nobility; Villein; Serfdom; Feudal; Castle; Cathedral; Knight; Baron; Revolt; Plague; Taxation; Clergy	
Super-curricular enrichment and scholarly extension	<ul style="list-style-type: none"> • Read: <i>Horrible Histories (Measly Middle Ages; Rotten Rulers; Cruel King and Mean Queens)</i>; Marc Morris, <i>The Norman Conquest and the Death of Anglo-Saxon England</i>; P James Oliver, <i>Mansa Musa and the Empire of Mali</i>; Ian Mortimer, <i>The Time Traveller's Guide to Medieval England</i>; Paul Harrison, <i>History VIPs: King John</i>. • Watch: <i>BBC Teach: 1066 and the Norman Conquest (animated series)</i>, BBC 2, <i>1066: A Year to Conquer England</i>; <i>BBC, The Normans (2010)</i>; <i>Horrible Histories (Magna Carta Special; Crooked King John; King John Battle Rap)</i>. • Listen: <i>History Extra</i>, <i>The Normans: Beyond 1066</i>; <i>History Extra: The Black Death: Everything You Wanted to Know</i>; <i>BBC Radio 4</i>, <i>You're Dead to Me</i>, <i>Mansa Musa</i>. • Visit: The British Museum (Medieval Europe galleries); The Tower of London (in particular the White Tower); Westminster Hall; ANY Castle (e.g. Mountfitchet Castle; Colchester Castle, Rochester Castle); ANY Medieval Church (good ones in London include the Charterhouse, St Bartholomew the Great and of course Westminster Abbey) 	
Useful websites	https://www.bbc.co.uk/bitesize/topics/zshtyrd/ (1066) https://www.bbc.co.uk/bitesize/topics/zqjwxnb/articles/zdkssk7 (The Black Death) https://www.nationalarchives.gov.uk/education/resources/domesday-book/ http://www.nationalarchives.gov.uk/education/medieval/magna-carta/ https://www.bbc.co.uk/news/world-africa-47379458 (Mansa Musa)	
Who can I contact?	Head of History	Harris Clough, hwc@forest.org.uk