

Long Term Plan - History

Purpose: In each curriculum area, knowledge and skills are carefully sequenced across the year of study, ensuring that there are timely opportunities for interleaving previously taught content within the year. This document ensures that students have ample opportunity to master the key knowledge and skills required within this academic year in order to go on to achieve an A*/D* at A-Level.

Year 7 - Was religion, the monarchy or parliament the most significant factor shaping power in Medieval and Renaissance England?

	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6
New “Know That” Knowledge	<p>7.1 Life in Medieval England</p> <ul style="list-style-type: none"> Introduction to <ul style="list-style-type: none"> Roman Migration Anglo Saxon Migration Viking Migration Norman Migration Focus on their impact on culture, religion, government, economy <p>7.2 The Crusades</p> <ul style="list-style-type: none"> Power of Catholic Church & Pope <ul style="list-style-type: none"> Spiritual, Wealth, Government First Crusade Third Crusade The reasons people went on Crusades <ul style="list-style-type: none"> Religion, wealth, glory, power 	<p>7.3 Magna Carta & Emergence of Parliament</p> <ul style="list-style-type: none"> Reasons why King John can be considered a ‘tyrant’ Causes, events and consequences of the signing of the Magna Carta Reasons why King Henry III was an unpopular monarch. Events of the Emergence of Parliament <p>7.4 The Black Death</p> <ul style="list-style-type: none"> Origins of the Black Death Symptoms of the Black Death Supernatural and Natural explanations for the Black Death Treatment and Prevention for the Black Death The impact of Black Death on Peasants: Peasants Revolt 	<p>7.5 The Malian Empire of Mansa Musa</p> <ul style="list-style-type: none"> Life in the 14th Century Malian Empire <ul style="list-style-type: none"> Government, Religion, Economy, Trade, Education, Enslavement Leaders of Malia <ul style="list-style-type: none"> Sundiata Keita, Abubakari Keita II, Mansa Musa Life in Mansa Musa’s Mali Mansa Musa’ Pilgrimage and its consequences 	<p>7.6 Life for Women in Medieval England</p> <ul style="list-style-type: none"> Position of peasant women in families, community, education Position of noble women in families, community, education, government Life of nuns and position of women in the Church Role of Mediaeval Midwives Introduction to the Witchcraze Joan of Arc 	<p>7.7 Renaissance and Reformation</p> <ul style="list-style-type: none"> Criticisms of Medieval Catholic Church and abuses of power Renaissance ideas Consequences of the Printing Press The Borgias Martin Luther and Protestantism English Reformation <ul style="list-style-type: none"> Henry VIII Catherine of Aragon Act of Supremacy Dissolution of the Monasteries European Reformation <ul style="list-style-type: none"> Germany, France, Scotland Enlightenment ideas/Scientific Revolution <p>7.8 The Black Tudors</p> <ul style="list-style-type: none"> Origin of the Black Tudors/Migration Life of John Blanke Life of Mary Fillis Role of a Historian: Miranda Kauffman 	<p>7.9 The Civil War, Puritan England and Restoration</p> <ul style="list-style-type: none"> Puritan beliefs Puritan migration to America Puritan power in Parliament Events of the English Civil War Consequences of the English Civil War
New “Know How to” Knowledge	<p>7.1 Change and continuity</p> <ul style="list-style-type: none"> Identify, describe and explain changes and continuities between periods of History. <p>7.2 Causation</p> <ul style="list-style-type: none"> Identify, describe and explain different causes of an event. Group causes into types 	<p>7.3 (Introduction to) Narrative & consequence</p> <ul style="list-style-type: none"> Describe and explain a narrative in terms of cause, events and consequences. Identify and explain multiple consequences of an event. <p>7.4 Inferences</p> <ul style="list-style-type: none"> Make inferences from text and picture sources for a specific enquiry that are supported with direct reference from the source (quotes) and subject knowledge 	<p>7.5 Provenance Usefulness</p> <ul style="list-style-type: none"> Identify nature, origin and purpose of a source Begin to explain why they are valuable for a specific enquiry. 	<p>7.6 Similarity & Difference</p> <ul style="list-style-type: none"> Identify, describe and explain similarity and differences between periods of History, societies and groups. 	<p>7.7 Change & Continuity</p> <ul style="list-style-type: none"> Identify, describe and explain changes and continuities between periods of History. <p>7.8 Interpretations</p> <ul style="list-style-type: none"> Identify and describe a Historian's argument in a piece of writing. Identify and describe which parts are factual, points of view or imagined. 	<p>7.9 (Consolidation of) Narrative & Consequence</p> <ul style="list-style-type: none"> Describe and explain a narrative in terms of cause, events and consequences. Identify and explain multiple consequences of an event.
Revisited Knowledge	Teachers formatively assess topics relevant to the KS2 curriculum and teachers embed foundational knowledge relevant to the Brigshaw KS3 and KS4 curriculum.	<p>7.1 Hierarchy of England, power of government, position of the barons, role of trade on goods & people</p> <p>7.2 Role of religion in Medieval England, power of the Pope</p>	<p>7.1, 7.2, 7.3 - Comparisons between Medieval Europe and Malian Empire</p> <p>7.5 (7.4 - Inferences from contemporary sources)</p>	<p>7.1, 7.2, 7.3 - The structures of life, power, religion, government in Medieval England</p> <p>7.4 - The role of women in caring for the sick during the Black Death</p>	<p>7.2 - The role of religion in Medieval England, the power of the Catholic Church</p> <p>7.5 - Pre-colonial African civilisations</p> <p>7.7 (7.1 Change and Continuity)</p>	<p>7.7 Protestant ideas/criticisms of Catholicism</p> <p>7.1, 7.3 Power/government in Medieval England</p> <p>7.9 (7.3 Narrative & Consequence)</p>
Assessment Format	Knowledge based quiz and short answer written questions assessing a combination of “know that” and “know how to” knowledge from this cycle.	Knowledge based quiz and short answer written questions assessing a combination of “know that” and “know how to” knowledge from this cycle and previous cycles in the year.	Knowledge based quiz and short answer written questions assessing a combination of “know that” and “know how to” knowledge from this cycle and previous cycles in the year.	Knowledge based quiz and short answer written questions assessing a combination of “know that” and “know how to” knowledge from this cycle and previous cycles in the year.	Knowledge based quiz and short answer written questions assessing a combination of “know that” and “know how to” knowledge from this cycle and previous cycles in the year..	Knowledge based quiz and short answer written questions assessing a combination of “know that” and “know how to” knowledge from this cycle and previous cycles in the year.

