

Year 7 Big Picture – History

<i>Autumn 01</i> <i>Weeks 1 – 7 (7 weeks)</i>	<i>Autumn 02</i> <i>Weeks 9 – 15 (7weeks)</i>	<i>Spring 01</i> <i>Weeks 18-23 (6 weeks)</i>
<p>Content: World views in 1000AD</p> <ol style="list-style-type: none"> 1. Introduction to History and then baseline test. 2. World views in 1000AD <p>Students will study Baghdad and Constantinople. They will explore both empires- key features of the empires, how they were different and the same.</p>	<p>Content: The Tudors.</p> <p>Study the Tudor reign from Henry VIII to Elizabeth. Explore the reformation and its impact on England. How did the split between Catholics and Protestants impact on life and people living in England.</p>	<p>Content: Religion in the Middle Ages</p> <p>This unit aims to give students an overview of the power and impact of religion in the medieval period. Religion has already appeared in previous units, so this should entrench and extend previous learning and give students some idea as to the change from an Anglo-Saxon pagan island to an Anglo-Norman Christian state. An understanding of the role of the church is required, not just to better understand the medieval period, but to be able to engage with early modern history in year 8 and beyond.</p>
<p>Assessment Objectives</p> <p>Baseline test</p> <p>Mini test on Baghdad.</p>	<p>Assessment Objectives</p> <p>Assess what we can learn and infer from interpretations. (4marks)</p>	<p>Assessment Objectives</p> <p>Explain a range of ways in which religion affected medieval society, apply a criterion to assess significance Conclude as to the extent to which religion was significant in medieval society Extended piece of writing in response to the question:</p>
<p>Mini test 1 extended writing</p>	<p>Mini test 1 – source inference Mini test 2 Extended writing</p>	<p>Big test 1: Knowledge, source analysis and extended writing.</p>
<i>Spring 02</i> <i>Weeks 25 – 30(6weeks)</i>	<i>Summer 01</i> <i>Weeks 33 – 37 (5weeks)</i>	<i>Summer 02</i> <i>Weeks 39 – 45 (7 weeks)</i>
<p>Content</p> <p>The English Civil War.</p> <p>Investigate the reign of Charles I. Why was he a bad kind and why was the Parliament unhappy with him as a king.</p>	<p>Content: Medieval Mali and Mansa Musa</p> <p>What does the life of Mansa Musa reveal about Medieval Mali?</p>	<p>Content</p> <p>Independent project</p> <p>Students will choose a topic of their choice and spend 3 weeks planning and researching their topic. Students will</p>

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<p>What were the short- and long-term causes of the English Civil War.</p> <p>What were the key events of the English Civil War and how did it end.</p>	<p>This topic serves as an opportunity to understand the medieval period beyond the borders of England. The unit is important for students to identify that there were powerful empires and leaders beyond Europe and the Catholic Church and to give students a grounding in precolonial African history.</p> <p>Conceptually, this is students first encounter with ‘empire’. It is important for them to develop this conceptual understanding, which will be built upon in year 8. Ideas such as trade, religion, ambition, and wealth are important cornerstones which are returned to in each lesson.</p>	<p>have to come up with an enquiry question which will be approved by the class teacher.</p> <p>This will then be presented to the rest of the class.</p> <p>Revision and preparation for End of Year test</p>
<p>Assessment Objectives</p> <p>Explain the causes, events and outcomes of a number of different challenges to medieval monarchs</p> <p>Make judgements about the extent of similarity and difference with regard to their respective causes, events and effects.</p>	<p>Assessment Objectives</p> <p>Use sources to evaluate the importance of Mansa Musa and Medieval Mali.</p>	<p>Assessment Objectives</p> <p>Independent research applying skills learnt throughout the year. Speaking and listening skills.</p> <p>United Learning end of year test.</p>
<p>Mini test 1 extended writing</p>	<p>Mini test 1 source usefulness</p> <p>Mini test 1 extended writing</p>	<p>Big Test 2 : Knowledge, source analysis and extended writing.</p>